

**SCHOOL OF ARTS AND SCIENCES
REGISTRATION SCHEDULE - FALL 2021**

The "SECT" column denotes 'number' of sections - Updated: August 13, 2021

Crse Prefix	Crse No	Cr	Course Title	Sect	Days	Start	End	Open/Closed Status	Instructor	Room	SYLLABI SAVED
ACCT	103	3	Introduction to Financial Accounting		Mon & Wed	5:30 PM	6:45 PM	OPEN	Troy Noel	KBTH - East	YES
ACCT	204	3	Financial Accounting	0	Tue & Thur	1:00 PM	2:15 PM	OPEN	Troy Noel	SGH - S Dorm 1	YES
ACCT	204	3	Financial Accounting	1	Tue & Thur	5:30 PM	6:45 PM	OPEN	Troy Noel	F A 2	YES
ACCT	302	3	Accounting Placement		Field Work			OPEN	R. Peters/T. Noel	Field Work	YES
ACCT	306	3	Taxation		Tue & Thur	10:00 AM	11:15 AM	OPEN	Ronald A. Peters	SGH - S Dorm 1	YES
ACCT	351	3	Managerial Accounting		Mon & Wed	5:30 PM	6:45 PM	OPEN	Ronald A. Peters	WH - B 2 A	YES
ACCT	401	3	Cost Accounting		Tue & Thur	2:30 PM	3:45 PM	OPEN	Ronald A. Peters	Andrew Belford Center Study Hall Level 2 Break room	YES
ACCT	402	3	Corporate Consolidation Accounting		Mon, Wed,	3:30 PM	4:20 PM	OPEN	David Shaw	F A 3	YES
ACCT	407	3	International Accounting		Tue & Thur	5:30 PM	6:45 PM	OPEN	David Shaw	SGH - S Dorm 1	YES
ARTS	205	3	Visual Arts - Drawing Illust.		Tue	5:30 PM	8:00 PM	OPEN	Asher Mains	SAH - Middle Rm	YES
BIOL	101	4	Anatomy & Physiology for Health Science I		Mon & Wed	8:30 AM	10:00 AM	OPEN	Kevlian Andrews	F A 2	YES
BIOL	202	4	Anatomy & Physiology for Health Science II		Mon & Wed	8:30 AM	10:00 AM	OPEN	Feimatta Sowa	F A 4	YES
BIOL	204	3	Anatomy & Physiology for Nursing		Mon, Wed,	9:30 AM	10:20 AM	OPEN	Cristofre Martin	KBTH - East	YES
BIOL	204	1	Anatomy & Physiology for Nursing Lab		Fri	10:30 AM	12:30 PM		Cristofre Martin	Sci Lab - South	
BIOL	215	3	Biology & Diversity of Life		Tue & Thur	4:00 PM	5:15 PM	OPEN	Roxanne Graham	Marine Station	YES
BIOL	217	3	Grenada Wildlife and Habitats		Tue & Thur	11:30 AM	12:45 PM	OPEN	Patricia Rosa/Paula Spiniello/ Roxanne Graham	WH - B 1 A	YES
BIOL	220	4	General Biology	0	Mon & Wed	11:30 AM	12:45 PM	OPEN	Roxanne Graham	WH - B 1 B	
BIOL	220		General Biology Lab	0	Fri	1:30 PM	3:30 PM		Roxanne Graham	Sci Lab - North	YES
BIOL	220	4	General Biology - Post Bac only & Premed only	1	Tue & Thur	2:30 PM	3:45 PM	OPEN	Atoum Abdullah	KBTH - East	
BIOL	220		General Biology Lab	1	Wed	1:30 PM	3:20 PM	OPEN	Atoum Abdullah	Sci Lab - South	
BIOL	221	4	Human Biology		Mon, Wed,	9:30 AM	10:20 AM	OPEN	Cristofre Martin	KBTH - East	YES
BIOL	221		Human Biology Lab		Fri	10:30 AM	12:30 PM	OPEN	Cristofre Martin	Sci Lab - South	
BIOL	300	3	Natural Resource Issues		Mon & Wed	1:00 PM	2:15 PM	OPEN	Patricia Rosa	LH - D 1 B	YES
BIOL	303	4	Biomedical Anatomy		Mon, Wed,	8:30 AM	9:20 AM	OPEN	Eugene Rennie	WH - B 2 A	YES
BIOL	303		Biomedical Anatomy Lab		Fri	1:00 PM	4:00 PM		Eugene Rennie	SVM Anat Lab	
BIOL	320	3	Genetics		Tue	4:00 PM	5:15 PM	OPEN	Shellon Thomas	BLH	YES
BIOL	321	3	Molecular Biology		Tue	8:30 AM	9:45 AM	OPEN	Felicia Ikolo	BLH	YES
BIOL	331	1	Molecular Biology Lab		Thur	2:30 PM	3:45 AM	OPEN	Felicia Ikolo	BLH	YES
BIOL	331	1	Molecular Biology Lab		Tue	11:30 AM	1:30 PM	OPEN	Felicia Ikolo	Sci Lab	
BIOL	344	3	Cell & Developmental Biology		Mon & Wed	11:30 AM	12:45 PM	OPEN	Cristofre Martin	KBTH - East	YES
BIOL	400	4	Ecological Field Studies		TBA	TBA		OPEN	Patricia Rosa	TBA	YES
BIOL	401	3	Microbiology		Tue	10:00 AM	11:15 AM	OPEN	Karla Farmer	BLH	YES
BIOL	401	1	Microbiology Lab		Mon	8:30 AM 1:30 PM	10:30 AM 3:30 PM	OPEN		Sci Lab Sci Lab	
BIOL	407	4	Senior Internship		Field Work			OPEN	Patricia Rosa/Paula Spiniello	Field Work	YES
BIOL	420	4	Capstone I		Tue	1:00 PM	2:00 PM	OPEN	Patricia Rosa		YES
BIOL	421	4	Capstone II		Tue	2:00 PM	3:00 PM	OPEN	Patricia Rosa/Steve Nimrod		YES
BIOL	441	3	Physiology		Wed	8:30 AM	9:45 AM	OPEN	Gabrielle Walcott-Bedeau	BLH	YES
BIOL	441	1	Physiology Lab		Thur	1:00 PM	5:00 PM	OPEN	Gabrielle Walcott-Bedeau	SOM Path Lab - North	
BIOL	460	4	Human Anatomy		Mon	8:30 AM	9:45 AM	OPEN	Ramesh Rao	BLH	YES
BIOL	460		Human Anatomy Lab		Mon & Wed	1:30 PM	3:30 PM	OPEN	Ramesh Rao	Anat Lab	
BUSI	204	3	Principles of Marketing	0	Tue & Thur	11:30 AM	12:45 PM	OPEN	Tornia Charles	F A 2	YES
BUSI	205	3	Principles of Management		Tue & Thur	11:00 AM	12:15 PM	OPEN	Helen Bholu-Paul	F A 3	YES
BUSI	206	3	Quality Customer Care/Service		Mon, Wed, Fri	11:30 AM	12:20 PM	OPEN	Rachael Ross	F A 4	YES
BUSI	210	3	Business Law		Tue & Thur	2:30 PM	3:45 PM	OPEN	Claudette Joseph	SGH - S Dorm 1	YES
BUSI	220	3	Business Mathematics		Mon, Wed, Fri	10:30 AM	11:20 AM	CLOSED	David Shaw	F A 3	YES
BUSI	300	3	Business Internship		Field Work			OPEN	R. Peters/T. Noel	Field Work	YES
BUSI	301	3	Organizational Behavior		Mon, Wed,	10:30 AM	11:20 AM	OPEN	Helen Bholu-Paul	F A 4	YES
BUSI	303	3	Business Ethics		Mon, Wed,	9:30 AM	10:20 AM	OPEN	Anthony Andall	F A 3	YES
BUSI	304	3	International Business		Mon & Wed	1:30 PM	2:45 PM	OPEN	Reccia Charles	F A 3	YES
BUSI	306	3	Corporate Finance		Tue & Thur	11:30 AM	12:45 PM	OPEN	Zanifa Payne	WH - B 2 A	YES
BUSI	310	3	Human Resource Management		Mon, Wed,	4:30 PM	5:20 PM	OPEN	Anthony Andall	SGH - S Dorm 1	YES
BUSI	319	3	Quantitative Methods		Tue & Thur	4:00 PM	5:15 PM	OPEN	Curlan Gilchrist	F A 3	YES
BUSI	320	3	International Business Law		Tue & Thur	10:00 AM	11:15 AM	OPEN	Claudette Joseph	WH - B 1 B	YES
BUSI	324	3	Consumer Behavior		Tue & Thur	2:30 PM	3:45 PM	OPEN	Tornia Charles	WH - B 1 B	YES
BUSI	343	3	Law of Hospitality and Tourism		Mon & Wed	5:30 PM	6:45 PM	OPEN	Alana Twum-Barimah	SGH - S Dorm 1	YES
BUSI	404	3	Research Methods in Business		Mon, Wed, Fri	12:30 PM	1:20 PM	OPEN	Shawn Best	F A 2	YES
BUSI	409	3	Strategic Management		Mon, Wed,	2:30 PM	3:20 PM	OPEN	Shawn Best	WH - B 1 A	YES
BUSI	411	3	International Finance		Tue & Thur	9:30 AM	10:45 AM	OPEN	Brian Francis	F A 3	YES
BUSI	412	3	Global Logistics		Tue & Thur	2:30 PM	3:45 PM	OPEN	Reccia Charles	WH - B 2 A	YES

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BUSI	414	3	Operations Management		Tue & Thur	2:30 PM	3:45 PM	OPEN	Shawn Best	WH - B 1 A	YES
BUSI	417	3	Managing Across Cultures		Tue & Thur	1:00 PM	2:15 PM	CLOSED	Reccia Charles	F A 4	YES
BUSI	419	3	International Internship		Field Work			OPEN	R. Peters/T. Noel/R. Ross		YES
BUSI	420	3	Leadership		Mon, Wed, Fri	1:30 PM	2:20 PM	OPEN	Brian Francis	SGH - S Dorm 1	YES
BUSI	427	3	Culinary Management		Tue & Thur	12:30 PM	1:45 PM	OPEN	Helen Bhola-Paul	F A 3	YES
BUSI	481	3	Independent Studies		TBA	TBA			Zanifa Payne		YES
CHEM	001	3	Foundation Chemistry		Mon, Wed, Fri	2:30 PM 3:30 PM	3:20 PM 4:20 PM	OPEN	Tobias Clement	WH - B 1 B	YES
CHEM	001		Foundation Chemistry Lab		Tue	3:00 PM	5:00 PM	OPEN	Tobias Clement	Sci Lab - South	
CHEM	122	3	General Chemistry I	0	Mon & Fri	10:00 AM	11:15 AM	OPEN	Winthrop Wiltshire	SGH - S Dorm 1	YES
CHEM	123	1	General Chemistry I Lab		Mon	4:30 PM	7:00 PM	OPEN	Kafi James	Sci Lab - North	YES
CHEM	124	3	General Chemistry II	1	Tue & Thur	10:00 AM	11:15 AM	OPEN	Winthrop Wiltshire	F A 2	YES
CHEM	125	1	General Chemistry II Lab		Wed	4:00 PM	7:00 PM	OPEN	Kafi James	Sci Lab - North	YES
CHEM	131	4	Concepts in General Chemistry II (Oct 4 - Dec 3)		Mon, Tue, Wed, Thur, Fri	1:00 PM	2:15 PM	OPEN	Tobias Clement	WH - B 1 B	YES
CHEM	222	3	Organic Chemistry I		Mon, Wed	2:30 PM 3:30 PM	4:20 PM 4:20 PM	OPEN	Richard Jacques	F A 2	YES
CHEM	223	1	Organic Chemistry I Lab		Wed	4:30 PM	7:30 PM	OPEN	Richard Jacques	Sci Lab - South	YES
CHEM	224	3	Organic Chemistry II		Mon, Fri, Wed	4:30 PM 10:30 AM	5:20 PM 11:20 AM	OPEN	Teddy Ikolo	KBTH - East	YES
CHEM	225	1	Organic Chemistry II Lab		Mon	5:30 PM	7:30 PM	OPEN	Teddy Ikolo	Sci Lab - South	YES
CHEM	226	4	Concepts in Organic Chemistry II (Aug 16 - Oct 4)		Mon, Tue, Wed, Thur, Fri	1:00 PM	2:15 PM	OPEN	Christopher St. Paul	WH - B 1 B	YES
CHEM	300	3	Biochemistry for Life Sciences		Tue & Thur	10:00 AM	11:15 AM	OPEN	Teddy Ikolo	WH - B 1 A	YES
CHEM	300	1	Biochemistry for Life Sciences - Lab		Fri	11:30 AM	12:45 PM	OPEN	Teddy Ikolo	Sci Lab - North	
CHEM	450	3	Biochemistry		Wed	10:00 AM	11:15 AM	OPEN	Kafi James	BLH	YES
CHEM	451	1	Biochemistry Lab		Tue, Thur	2:30 PM 11:30 AM	3:45 PM 2:00 PM	OPEN	Kafi James	BLH Sci Lab	YES
COMH	115	3	Health Education		Mon, Wed	1:30 PM	2:20 PM	OPEN	Dianne Roberts	WH - B 1 A	YES
COMH	201	3	Community Health		Tue & Thur	8:30 AM	9:45 AM	OPEN	Hazel Da Breo	LH - D 1 B	YES
COMM	203	3	Social Media		Mon, Wed	12:30 PM	1:20 PM	OPEN	Krystal Da Breo	SAH - End Rm	YES
COMM	204	3	Public Speaking	0	Mon & Wed	10:00 AM	11:15 AM	OPEN	Queen Annie Gill	WH - B 1 A	
COMM	204	3	Public Speaking	1	Tue & Thur	1:00 PM	2:15 PM	OPEN	Ronald Charles	Charter Hall	YES
COMM	204	3	Public Speaking	2	Tue & Thur	5:30 PM	6:45 PM	OPEN	Ronald Charles	BLH	
COMP	104	3	Human Computer Interaction		Tue & Thur	8:30 AM	9:45 AM	OPEN	Chrislyn Charles-Williams	WH - B 1 C	YES
COMP	111	3	Computer Concepts & Application	0	Tue & Thur	11:30 AM	12:45 PM	OPEN	Teah Cummings	FL - E217/218	
COMP	111	3	Computer Concepts & Application	1	Tue & Thur	1:00 PM	2:15 PM	OPEN	Cindy-Ann Alexander	FL - E217/218	
COMP	111	3	Computer Concepts & Application	2	Tue & Thur	2:30 PM	3:45 PM	OPEN	Frederick Belfon	FL - E217/218	YES
COMP	111	3	Computer Concepts & Application	3	Tue & Thur	4:00 PM	5:15 PM	OPEN	Frederick Belfon	FL - E217/218	
COMP	111	3	Computer Concepts & Application	4	Tue & Thur	5:30 PM	6:45 PM	OPEN	Remonda Baptiste - Jack	FL - E217/218	
COMP	205	3	Introduction to Programming		Mon & Wed	4:00 PM	5:15 PM	CANCELLED			
COMP	206	3	Algorithm & Data Structure		Tue & Thur	11:30 AM	12:45 PM	CANCELLED			
COMP	220	3	Introduction to Relational Database		Mon & Wed	1:00 PM	2:15 PM	CANCELLED			
COMP	221	3	Robotics		Tue & Thur	10:00 AM	11:15 AM	OPEN	Senthikumar Somasundarm	FL - E217/218	YES
COMP	230	3	Web Design		Mon & Wed	2:30 PM	3:45 PM	OPEN	Senthikumar Somasundarm	FL - E217/218	YES
COMP	302	3	Computer Ethics		Mon & Wed	8:30 AM	9:45 AM	OPEN	Michael Roberts	WH - B 1 C	YES
COMP	305	3	Advanced Programming I		Mon & Wed	4:00 PM	5:15 PM	OPEN	Kishon Francis	FL - E217/218	YES
COMP	310	3	Data Communications & Networking		Mon & Wed	1:00 PM	2:15 PM	OPEN	Chrislyn Charles-Williams	WH - B 1 C	YES
COMP	402	3	System Design & Implementation		Tue & Thur	10:00 AM	11:15 AM	OPEN	Thompson Cummings	WH - B 1 C	YES
COMP	405	3	Information Technology Project		Tue & Thur	11:30 AM	12:45 PM	OPEN	M. Roberts/Thompson Cummings	WH - B 1 C	YES
COMP	407	3	Information Systems Analysis		Tue & Thur	4:00 PM	5:15 PM	OPEN	Thompson Cummings	WH - B 1 C	YES
COMP	410	3	IT Service Learning		Wed	11:30 AM	12:45 PM	CLOSED	Thompson Cummings	Field Work	YES
COMP	415	3	Management Support Systems		Mon & Wed	10:00 AM	11:15 AM	OPEN	Michael Roberts	WH - B 1 C	YES

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COMP	420	3	Database Systems		Mon & Wed	11:30 AM	12:45 PM	OPEN	Keron Noel	WH - B 1 C	YES
ECON	101	3	Fundamentals Of Political Economy		Mon, Wed, Fri	4:30 PM	5:20 PM	CANCELLED			
ECON	201	3	Microeconomics		Tue & Thur	5:30 PM	6:45 PM	OPEN	Gregory Renwick	F A 3	YES
ECON	202	3	Macroeconomics		Mon & Wed	5:30 PM	6:45 PM	OPEN	Gregory Renwick	F A 3	YES
EDUC	405		Education and Special Needs		Tue & Thur	4:00 PM	5:15 PM	CANCELLED			
ENGL	002	3	Foundation English	0	Mon, Wed, Fri	3:30 PM	4:20 PM	CANCELLED			
ENGL	002	3	Foundation English	1	Mon & Wed	3:30 PM	4:45 PM	OPEN	Roslyn Douglas	SAH - End Rm	YES
ENGL	002	3	Foundation English	2	Tue & Thur	2:30 PM	3:45 PM	OPEN	Leonie St. Juste	F A 4	
ENGL	103	3	Introduction to Literature		Tue & Thur	11:30 AM	12:45 PM	OPEN	Antonia MacDonald	BLH	YES
ENGL	107	3	College English I	0	Tue & Thur	11:30 AM	12:45 PM	OPEN	Roslyn Douglas	WH - B 1 B	
ENGL	107	3	College English I	1	Tue & Thur	4:00 PM	5:15 PM	OPEN	Queen Annie Gill	LH - D 1 B	YES
ENGL	107	3	College English I	2	Mon, Wed, Fri	8:30 AM	9:20 AM	OPEN	Leonie St. Juste	WH - B 1 B	
ENGL	107	3	College English I	3	Mon, Wed, Fri	10:30 AM	11:20 AM	OPEN	Roslyn Douglas	LH - D 1 B	
ENGL	205	3	Business Communication		Mon, Wed, Fri	12:30 PM	1:20 PM	OPEN	Ronald Charles	F A 3	YES
ENGL	213	3	College English II	0	Tue & Thur	11:30 AM	12:45 PM	OPEN	June Douglas	SGH - S Dorm 1	
ENGL	213	3	College English II	1	Mon, Wed, Fri	3:30 PM	4:20 PM	OPEN	Leonie St. Juste	LH - D 1 B	
ENGL	213	3	College English II	2	Tue & Thur	2:30 PM	3:45 PM	CLOSED	Queen Annie Gill	LH - D 1 B	YES
ENGL	213	3	College English II	3	Mon, Wed, Fri	8:30 AM	9:20 AM	OPEN	June Douglas	F A 3	
ENGL	213	3	College English II	4	Tue & Thur	11:30 AM	12:45 PM	OPEN	Asher Maines	F A 4	
ENGL	323	3	Organizational Communication		Tue & Thur	5:30 PM	6:45 PM	OPEN	Antonia MacDonald	TBA	YES
ENGL	335	10	Foundations for Communication - EMP		Mon - Thur Fri	8:10 AM 1:00 PM	9:50 AM 2:40 PM	OPEN	Cassandra Leoni & Todd McKay	Andrew Belford Center Study Hall Level 3 Break room	YES
ENGL	336	4	Foundations for Medical Communication - EMP		Mon Wed Thur	10:30 AM 12:30 PM 12:00 PM	11:45 AM 1:20 PM 1:15 PM	OPEN	Emily Harms & Zoë Hagley	Andrew Belford Center Study Hall Level 3 Break room	YES
ENGL	337	3	Integrated Medical Communication - EMP		Mon Wed	12:00 PM 1:30 PM	1:15 PM 2:45 PM	OPEN	Deborah Weinheimer	Andrew Belford Center Study Hall Level 3 Break room	YES
ENGL	338	1	Applied Medical Communication - EMP		Tue	11:30 AM	12:20 PM	OPEN	Cassandra Leoni	Andrew Belford Center Study Hall Level 3 Break room	YES
FREN	101	3	Introductory French I		Tue & Thur	2:30 PM	3:45 PM	OPEN	Mae Breedy-Patterson	SAH - Middle Rm	YES
FREN	102	3	Introductory French II		Tue & Thur	11:30 AM	12:45 PM	OPEN	Mae Breedy-Patterson	SAH - Middle Rm	YES
GENL	105	1	Introduction to University Life (Aug 16 - Oct 4)	0	Mon	8:30 AM	10:20 AM	OPEN	Krystal DaBreo	LH - D 1 B	YES
GENL	105	1	Introduction to University Life (Aug 17 - Oct 6)	1	Wed	5:30 PM	7:20 PM	OPEN	Krystal DaBreo	F A 2	
GENL	302	2	Community Service I		Field Work			OPEN	Dionne Gittens	Field Work	YES
MATH	001	3	Foundation Mathematics	0	Tue & Thur	8:30 AM	9:45 AM	OPEN	Cindy-Ann Alexander	SGH - S Dorm 1	YES
MATH	001	3	Foundation Mathematics	1	Tue & Thur	5:30 PM	6:45 PM	OPEN	Dishon Edwards	WH - B 1 A	
MATH	120	3	College Mathematics	0	Tue & Thur	8:30 AM	9:45 AM	OPEN	Sally-Ann Clement	WH - B 1 B	
MATH	120	3	College Mathematics	1	Tue & Thur	5:30 PM	6:45 PM	CLOSED	Stefan Hypolite	F A 4	YES
MATH	120	3	College Mathematics	2	Tue & Thur	4:00 PM	5:15 PM	OPEN	Dishon Edwards	WH - B 1 B	
MATH	131	3	Math for Physical Sciences - Post Bac & Biol.Students		Tue & Thur	8:30 AM	9:45 AM	OPEN	Winthrop Wiltshire	F A 2	YES
MATH	207	3	Calculus 2		Tue & Thur	1:00 PM	2:15 PM	OPEN	Stefan Hypolite	WH - B 1 A	YES
MATH	XXX	3	Data Mining and Machine Learning		Tue & Thur	8:30 AM	9:45 AM	CANCELLED			
MATH	220	3	Statistics	0	Tue & Thur	1:00 PM	2:15 PM	OPEN	Curlan Gilchrist	F A 2	YES
MATH	220	3	Statistics	1	Tue & Thur	5:30 PM	6:45 PM	OPEN	Sally-Ann Clement	WH - B 2 A	
MBIO	205	3	Principles of Ocean Science		Tue & Thur	8:30 AM	9:45 AM	OPEN	Paula Spiniello	Marine Station	YES
MBIO	207	3	Caribbean Living Oceans		Mon & Wed	10:00 AM	11:15 AM	OPEN	Steve Nimrod	Marine Station	YES
MBIO	308	3	Tropical Marine Ecology		Mon & Wed	9:00 AM	10:15 AM	OPEN	Paula Spiniello	Andrew Belford Center Study Hall Level 2 Break room	YES
MBIO	415	4	Ichthyology & Fisheries Science		Tue & Thur Fri	11:30 AM 8:30 AM	12:45 PM 12:30 PM	OPEN	Steve Nimrod	Marine Station	YES
MUSI	101	1	Chorale Ensemble I		Fri	4:30 PM	6:15 PM	OPEN	Regan Mendes	BLH	NO
MUSI	103	3	Foundation of Music I		Mon, Wed, Fri	9:30 AM	10:20 AM	OPEN	Regan Mendes	SAH - Middle Rm	NO
MUSI	111	1	Chorale Ensemble II		Fri	4:30 PM	6:15 PM	CANCELLED			
MUSI	121	1	Chorale Ensemble III		Fri	4:30 PM	6:15 PM	OPEN	Regan Mendes	BLH	N
NURS	201	3	Microbiology for Nursing		Tue & Thur	11:30 AM	12:45 PM	OPEN	Avi Bahadoor-Yetman	LH - D 1 B	YES
NURS	201	1	Microbiology for Nursing Lab		Fri	1:00 PM	3:00 PM		Avi Bahadoor-Yetman	Sci Lab - South	
NURS	210	3	Pathophysiology		Mon & Fri	11:00 AM	12:15 PM	OPEN	Allister Rechea	WH - B 2 A	YES
NURS	214	3	Practicum II Adult Health		Wed	7:00 AM	2:30 PM	OPEN	Jemma Cornwall	General Hospital	YES
NURS	214		Practicum II Adult Health lab		Tue & Thur	4:30 PM	6:30 PM	OPEN	Jemma Cornwall	Simulation Lab	YES
NURS	215	3	Pharmacology		Tue & Thur	1:00 PM	2:15 PM	OPEN	Lana Walter	LH - D 1 B	YES

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NURS	300	3	Adult Health I		Tue & Thur	3:00 PM	4:15 PM	OPEN	Salisha Phillip	K.B. Taylor Lab - West	YES
NURS	307	3	Research & Evidence-Based Practice		Mon & Wed	3:00 PM	4:15 PM	CANCELLED			
NURS	316	3	Leadership and Management with lab		Tue & Thur	2:30 PM	3:45 PM	OPEN	Jennifer Solomon	Andrew Belford Center Study Hall Level 3 Break room	YES
NURS	316	1	Leadership and Management lab		Mon Wed	1:30 PM 1:00 PM	2:30 PM 3:00 PM		Salisha Phillip	TBA Simulation Lab	
NURS	325	4	Practicum V - Leadership & Management		Fri	7:00 AM	4:00 PM	OPEN	Salisha Phillip	General Hospital	YES
NURS	326	3	Collaboration & Communication in Healthcare		Tue & Thur	9:30 AM	10:45 AM	OPEN	Jennifer Solomon	SAH - Middle Rm	YES
NURS	400	3	Global Nursing & Health Care Issues		Tue & Thur	11:30 AM	12:45 PM	OPEN	Jennifer Solomon	KBTH - East	YES
NURS	407	3	Nutrition, Health & Wellness		Mon & Wed	3:00 PM	4:15 PM	CANCELLED			
NUTR	201	3	Nutrition		Tue & Thur	5:30 PM	6:45 PM	OPEN	Karlene Gibbs	KBTH - East	YES
PCLN	301	1	Learning Strategies for Pre-Profes. Programs	0	Tue Thur	11:30 AM 10:30 AM	12:20 PM 11:20 AM	OPEN	Michele Wolley	Charter Hall	YES
PCLN	301	1	Learning Strategies for Pre-Profes. Programs	1	Tue Fri	11:30 AM 8:30 AM	12:20 PM 9:20 PM	OPEN	Kiku Tupper	Charter Hall BLH	
PCLN	302	2	Communication for the Health Professional I		Wed Fri	8:30 AM 11:30 AM	9:45 AM 12:45 PM	OPEN	Karina Daniel	SOM Path Lab - North SOM Path Lab - North	YES
PCLN	303	2	Communication for the Health Professional II		Mon Fri	10:30 AM 10:00 AM	11:45 AM 11:15 AM	OPEN	Jill Paterson	SOM Path Lab - North SOM Path Lab - North	YES
PCLN	380	2	Clinical Cases	0	Fri	1:00 PM 1:00 PM	5:00 PM 3:00 PM	OPEN	Glenda Ventour-DeRiggs	SOM Path Lab - North	YES
PCLN	391	3	Interpreting Health Science Research		Tue & Thur	8:30 AM	9:45 AM	OPEN	Ian Baptiste	KBTH - East	YES
PHIL	102	3	Contemporary Religion		Tue & Thur	4:00 PM	5:15 PM	OPEN	Asher Maines	SAH - Middle Rm	YES
PHIL	107	3	Critical Reasoning		Mon & Wed	9:30 AM	10:45 AM	OPEN	Oliver Benoit	SAH - End Rm	YES
PHYS	200	3	General Physics for Life Sciences		Tue & Thur	8:30 AM	9:45 AM	OPEN	Sharlene Beharry	WH - B 2 A	YES
PHYS	200	1	General Physics for Life Sciences I Lab		Wed	10:30 AM	12:30 PM	OPEN	Sharlene Beharry	Sci Lab	
PHYS	201	3	General Physics I		Tue & Thur	10:00 AM	11:15 AM	OPEN	Alister James	F A 4	YES
PHYS	201	1	General Physics I Lab		Tue	2:30 PM	4:30 PM		Alister James	Sci Lab - North	
PHYS	202	3	General Physics II		Mon, Wed Wed	1:30 PM 2:30 PM	2:20 PM 3:20 PM	OPEN	Sharlene Beharry	F A 2	YES
PHYS	202	1	General Physics II Lab		Thur	3:00 PM	5:00 PM		Sharlene Beharry	Sci Lab	
POLI	200	3	Introduction to Political Science		Mon, Wed	5:30 PM	6:20 PM	OPEN	Damian Greaves	LH - D 1 B	YES
POLI	331	3	Political Geography		Tue & Thur	2:30 PM	3:45 PM	OPEN	Gregory Renwick	F A 2	YES
PSYC	201	3	Introduction to Psychology	0	Tue & Thur	4:00 PM	5:15 PM	OPEN	Hazel Da Breo	KBTH - East	YES
PSYC	201	3	Introduction to Psychology	1	Tue & Thur	4:00 PM	5:15 PM	OPEN	Lenise Paul	SAH - End Rm	
PSYC	206	3	Psychology of Personality Theories		Tue & Thur	1:00 PM	2:15 PM	OPEN	Justina Aire	WH - B 2 A	NO
PSYC	310	3	Cognitive Psychology		Mon & Wed	5:30 PM	6:45 PM	OPEN	Wendy Romain	KBTH - KBT West	YES
PSYC	313	3	Physiological Psychology		Tue & Thur	5:30 PM	6:45 PM	OPEN	Wendy Romain	LH - D 1 B	YES
PSYC	314	3	Psychology of Motivation & Emotion		Mon, Wed	11:30 AM	12:20 PM	OPEN	Wendy Romain	SGH - S Dorm 1	YES
PSYC	315	3	Cross-Cultural Psychology		Mon & Wed	4:00 PM	5:15 PM	OPEN	Justina Aire	WH - B 1 A	YES
PSYC	316	3	Health Psychology		Tue & Thur	2:30 PM	3:45 PM	OPEN	Hazel Da Breo	SAH - End Rm	YES
PSYC	409	3	Counseling Strategies & Techniques		Tue & Thur	4:00 PM	5:15 PM	OPEN	Justina Aire	WH - B 1 A	NO
PSYC	410	3	Psychology Field Experience		Fri	8:30 AM	11:15 AM	CANCELLED			
PSYC	411	3	Introduction to Psychopathology		Fri	10:00 AM	11:15 AM	OPEN	V.Narine-Ramnauth/Randall Waechter	BLH	YES
PSYC	413	3	Psychology: A Caribbean Perspective		Mon & Wed	2:30 PM	3:45 PM	CANCELLED			
PUBH	302	3	Public Health		Tue & Thur	8:30 AM	9:45 AM	OPEN	Pauline Smith	WH - B 1 A	YES
SOCI	201	3	Introduction to Sociology		Tue & Thur	2:30 PM	3:45 PM	OPEN	Wendy Crawford-Daniel	F A 3	YES
SOCI	301	3	The Family		Mon, Wed	9:30 AM	10:20 AM	OPEN	Oliver Benoit	WH - B 1 B	YES
SOCI	302	3	Classical Social Theory		Tue & Thur	9:00 AM	10:15 AM	OPEN	Oliver Benoit	SAH - End Rm	YES
SOCI	406	3	Sociology of Deviance		Tue & Thur	5:30 PM	6:45 PM	OPEN	Lenise Paul	WH - B 1 B	YES
SPAN	101	3	Introductory Spanish I		Mon, Wed, Fri	1:30 PM	2:20 PM	OPEN	Caron Juerakhan	F A 4	YES
SPAN	102	3	Introductory Spanish II		Mon, Wed, Fri	12:30 PM	1:20 PM	OPEN	Caron Juerakhan	WH - B 1 A	YES
SPED	400		Practicum in Special Education		TBA	TBA		OPEN	Judy-Ann Auld	TBA	NO
SSCI	202	3	Introduction to Empirical Research		Mon & Wed	3:00 PM	4:15 PM	OPEN	Wendy Crawford-Daniel	KBTH - East	YES
SSCI	406	3	Popular Culture		Wed	4:00 PM	7:30 PM	OPEN	Antonia MacDonald	BLH	YES
SSCI	411	4	Empirical Research Project		Tue & Thur	12:00 PM	1:15 PM	OPEN	Wendy Crawford-Daniel	Andrew Belford Center Study Hall Level 2 Break room	NO
SSCI	412	3	Social Science & Medicine		Mon, Wed Wed	3:45 PM 4:45 PM	4:35 PM 5:35 PM	OPEN	Damian Greaves	SOM Path Lab - North	YES
SSCI	480	3	Independent Studies in Social Sciences		Fri	9:30 AM	12:20 PM	OPEN	Oliver Benoit	SAH - End Rm	NO

SCHOOL OF ARTS AND SCIENCES
REGISTRATION SCHEDULE - FALL 2021

The "SECT" column denotes 'number' of sections - Updated: August 13, 2021

Crse Prefix	Crse No	Cr	Course Title	Sect	Days	Start	End	Open/Closed Status	Instructor	Room
VSCI	301	2	Introduction to Veterinary Science & Medicine		Mon Wed	9:30 AM 1:30 PM	10:20 AM 2:30 PM	OPEN	Mercedes Velazquez	WH - B 2 A KBT East
VSCI	400	3	Basic Animal Physiology		Mon,Wed,T	12:30 PM	1:20 PM	OPEN	Hector Zerpa	KBTH - KBT West

SYLLABI
SAVED

YES

YES



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 2021
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:

- | | |
|------------------------|-----|
| • Homework Assignments | 15% |
| • Class Quizzes | 30% |
| • Attendance | 5% |
| • Mid Term Exam | 20% |

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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

The St. George's University Student Manual (2019/2020) 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.

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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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:

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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are subject to disciplinary action by the Dean of Students, as per the Student Manual. Eating and drinking are not allowed during lectures.

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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: ACCT 204 – Financial Accounting
Number of Credits: 3
Days and Times: Tuesdays & Thursdays 1:00 pm to 2:15 pm & 5:30 pm to 6:45 pm
Semester and Year: Fall 2021
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
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 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.

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:

Any Financial Accounting Text

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

Course Grading Requirement:

Grades will be based on the following:

- Homework Assignments (*6 Questions in total*) 25%
- Topic Quizzes 20%

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- Attendance 5%
- Mid-Term Exam 20%
- Final Examination - Project 10%
- Final Examination – Presentation 10%
- Final Examination 10%

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	Chapter 1	
2	Transaction Analysis	Chapter 2	Quiz # 1 – Chapter 1
3	Transaction Analysis		Quiz # 2 – Chapter 2
	Using Accrual Accounting to Measure Income	Chapter 3	
4	Using Accrual Accounting to Measure Income	Chapter 3	
5	Using Accrual Accounting to Measure Income	Chapter 4	Quiz # 3 – Chapter 3
	Internal Control and Cash		
6	Internal Control and Cash		
7	Review For Examination		Quiz # 4 – Chapter 4 Tuesday – Assign # 1 Due
8	MID-TERM EXAMINATIONS		
9	Merchandise Inventory and Cost of Goods Sold	Chapter 6	
10	Stockholders' Equity	Chapter 9	Quiz # 5 – Chapter 6
11	Stockholders' Equity	Chapter 9	
	Financial Statement Analysis	Chapter 13	
12	Financial Statement Analysis		Quiz # 6 – Chapter 9
	The Statement of Cash Flows	Chapter 12	
13	The Statement of Cash Flows		
14	Group Presentation on the Final Project		Quiz # 7 – Chapter 13
15	Review For Examination		Tuesday – Assign # 2 Due
16	FINAL EXAMINATIONS		

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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Policy/Procedure Related to the Department:

Click or tap here to enter text.

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

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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.

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- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- 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

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

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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

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:

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

Classroom/Online Etiquette Procedure:

N/A

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/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.

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*.

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

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*.

Appendix ii

Presentation Rubric					
CRITERIA	Highly Competent	Competent	Satisfactory	Unsatisfactory	Total
Points	5	4	3	2-1	
<p><u>Sequence</u> (15 Points)</p> <p>-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> (20 Points)</p> <p>-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> (25 Points)</p> <p>-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

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*.



Department of Business and Management Studies

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 2021
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, 444-4175x3612
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, 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 types of organizations to demonstrate how managerial accounting is used. These organizations include, manufacturing, service, profit seeking, non-profit organizations, and government.

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*.

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 = 64.4% 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 306 Taxation Mycourses course management website (Sakai): These include the syllabus, power point slides, and selected solutions to problems.

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:

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 examination and final examination.

Course Schedule:

Click or tap here to enter text.

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

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

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”
(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Late homework assignments will be worth nothing if the assignment answers were discussed in 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.

Classroom/Online Etiquette Procedure:

Students must keep up with the readings in the text and be prepared to discuss the material in class on the assigned days.

Read critically, evaluating in light of your own experience and knowledge. Each of you has much to contribute and I expect you to do so. Students should respect disagreement. People have the right to disagree with you. However, disagreement should never be personal.

Persuasive speech cannot be achieved with hurtful, or inappropriate language.

Cell phones are to be turned off during class.

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*.



Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 351 Managerial Accounting
Number of Credits: 3
Days and Times: Mondays and Wednesdays 5.30PM to 6.45PM
Semester and Year: Fall 2021
Classroom Location: Online
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, 444-4175x3612
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, 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 introduces students to the tools, concepts and techniques used by Accountants to provide information to managers within organizations to enable them to better plan and control the activities of the organization. It will explain the difference between financial accounting and managerial accounting and describe the basic tasks of managers and how they use accounting information in carrying out these tasks. It will discuss 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 will make reference to various types of organizations to demonstrate how managerial accounting is used and these include: manufacturing, service, profit seeking, non-profit organizations and government.

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*.

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 = 64.4% or less

Course Materials:

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

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:

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 examination and final examination.

Course Schedule:

[Click or tap here to enter text.](#)

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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

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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 <i>In class quiz 2</i>	
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
16	Final Exams	

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Attendance Policy:

Attendance Requirement

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Late homework assignments will be worth nothing if the assignment answers were discussed in 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.

Classroom/Online Etiquette Procedure:

Students must keep up with the readings in the text and be prepared to discuss the material in class on the assigned days.

Read critically, evaluating in light of your own experience and knowledge. Each of you has much to contribute and I expect you to do so. Students should respect disagreement. People have the right to disagree with you. However, disagreement should never be personal.

Persuasive speech cannot be achieved with hurtful, or inappropriate language.

Cell phones are to be turned off during class.

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*.



Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 401 Cost Accounting
Number of Credits: 3
Days and Times: Tuesdays and Thursdays 2.30PM to 3.45PM
Semester and Year: Fall 2021
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, 444-4175x3612
Course Director Contact Information: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Hours: Monday, Wednesday 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, 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 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 will make reference to various types of organisations to demonstrate how cost accounting is used and these include: manufacturing, service, profit seeking, non-profit organisations and government.

Course Objectives:

1. Explain the role of cost accounting information in creating value for managers.
2. Describe the fundamentals of the job costing process and process costing.
3. Identify and use various methods to allocate costs

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4. Compute the cost of products, services, activities and other cost objects
5. Identify and distinguish various costing systems.

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 Job costing and 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 = 64.4% 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 401 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%
2. In class quiz	30%
3. Mid-term exam	30%
4. Final exam	30%

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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 examination and final examination.

Course Schedule:

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*.

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 revenues	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	

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Attendance Policy:

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Assignment Submission Procedure:

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Students must keep up with the readings in the text and be prepared to discuss the material in class on the assigned days.

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Persuasive speech cannot be achieved with hurtful, or inappropriate language.

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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 2021
Classroom Location: TBD
Pre-requisite(s): ACCT305 & ACCT306

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

Course Lecturer(s) Contact Information: Telephone: 473-444-4175 ext3746 Email: dshaw@sgu.edu

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: Tracy 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:

Upon completion of this course students will be able to:

1. Understand the various forms of business combinations.
2. Prepare consolidated financial statements at the date of acquisition

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3. Prepare consolidated financial statements subsequent to the date of acquisition

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.

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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- F = 64.4% 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:

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

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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:

Click or tap here to enter text.

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Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 407 – International Accounting
Number of Credits: 3 credits
Days and Times: TBD
Semester and Year: Fall 2021
Classroom Location: TBD
Pre-requisite(s): ACCT351 & BUSI304

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

Course Lecturer(s) Contact Information: Tele: 473-444-4175 email: dshaw@sgu.edu
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: 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:

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 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:

1. Explain the differences in financial measurement and reporting practices that exist internationally.
2. Understand the implications of the IFRS as they compare to US GAAP regulations.
3. Understand the important tools that are necessary to think about international accounting and

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address broad areas of multinational corporate accounting.

4. Have the knowledge necessary to make informed decisions across a broad range of accounting challenges faced by multinational enterprises.

5. Understand different ways countries perceive and interpret certain accounting topics and how they are dealt with in different accounting environments

Student Learning Outcomes:

1. Understand the international dimensions of accounting;
2. Determine the impact of international accounting practices on the business decision making process;
3. 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

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.

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: International Accounting – Seventh Edition
Gary K. Meek

By Frederick D. S. Choi

Supplementary Readings/Resources: N/A

Course Grading Requirement:

The final grade will be determined from the following:

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

Course Requirements:

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

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*.

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
- 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 of UK
- General relationship with Grenada
- Trading partners of the country

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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 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.

Course Schedule:

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	

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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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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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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

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.

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*.



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: ARTS 205 Drawing 1
Number of Credits: 3
Days and Times: Tuesdays 5:30 pm – 8:00 pm
Semester and Year: Fall 2021
Classroom Location: SAH – Middle Room and Online/Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Asher Mains
Course Director Name: Asher Mains

Course Lecturer(s) Contact Information: +1 473 444-4175 x3692
Course Director Contact Information: +1 473 444-4175 x3692

Course Lecturer(s) Office Hours: Mondays, Wednesdays, Fridays 9:30 am – 12:00 pm,
Tuesdays 3:00 pm – 5:30 pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Balisier Building 1st Floor
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 introductory drawing course will explore a range of styles and approaches ranging from classical to experimental. Students will engage in drawing exercises designed to help them make better observations and improve their ways of seeing for themselves and their audience. Students will use classic media such as charcoal and paper but in the course of the semester will experiment with a variety of drawing tools.

Course Objectives:

CLO 1. Employ skills to use drawing as a means of expression and communication

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- CLO 2. Describe, analyse, and evaluate drawings as an art form
CLO 3. Demonstrate the ability to observe and make a record of observations through drawing
CLO 4. Develop ability to convert abstract thought into a visual record

Student Learning Outcomes:

- SLO 1. Critically analyse/critique artwork whether it's a historical piece, their classmates' or their own
SLO 2. Discuss their process in creating a work with reference to their creative strategies and decision-making.
SLO 3. Execute pieces of art with an understanding of design principles and different technical skills.

-

Program Outcomes Met By This Course:

PLO 3: Examine the human experience through culture, perspective-taking, and tolerance towards becoming an empathic citizen of the world.

PLO 6: Apply a variety of media, methods, and technology towards thinking divergently, building awareness, and striving for problem solving innovation.

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: Texts will be available to read online.

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

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Course Grading Requirement:

This course combines concepts with studio time and the grading will be spread over effort made in both. Class discussions, attendance, being on time, and critique of other work will count as participation. In class activities will be graded on receptivity to instruction, engagement with concepts, and ability to discuss process in execution. Final projects will be graded according to level of engagement by student at the ability to combine a good concept with good execution of the project.

Participation and Attendance: 20%

Sketchbook: 30%

In Class Activity: 40%

Final Project 10%

Total 100%

Course Requirements:

Supplies

When possible I like to try to save money on resources when it comes to art but the nature of the course makes some supplies unavoidable. Students will be provided a roll of paper to do exercises on at a low cost as well as charcoal which will be provided for free.

Students will need to bring to class:

- A sketchbook to use as a drawing journal and for longer drawings
- A set of drawing pencils (graphite and charcoal) and eraser

Students are encouraged to consider other materials such as ink in their drawings, particularly when we come to alternative processes.

Photo References

There will be times in the semester where students will work from photo references. All photos, except in special cases and with permission from the instructor, will be the student's own photos. In an age where images are proliferous and accessible, it is important to create our own content and engage in our own processes from start to finish.

Course Schedule:

Week 1: Introductions, Mark-making and still life, (gesture drawing and types of lines)

Week 2: Still life (line, mass, scribble gestures)

Week 3: Still life (sustained gesture, continuous line drawing, organizational line drawing)

Week 4: Copying great drawings (space, perspective, hatching/crosshatching)

Week 5: Drawing from a photograph (student's choice, value and shading)

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Week 6: Subjective and Objective drawings (Student's choice, starting to develop concepts)

Week 7: Mid-term Critiques

Week 8: No Class, Mid-terms

Week 9: Clothed Figure (classical poses)

Week 10: Drawing from nature (particular emphasis on patterns)

Week 11: Alternative Processes (exploration of limitations)

Week 12: Alternative Processes (developing concepts),

Week 13: Begin working on Final Projects

Week 14: Work on Final Projects

Week 15: Presentation and critique of final projects

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.

Attendance Policy:

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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 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:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

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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 Biology, Ecology & Conservation

BIOL 101: Anatomy & Physiology I

FALL 2021

Course Syllabus

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1. Course Overview

Course Details

Course Title:	Anatomy & Physiology for Health Science I
Course Code	BIOL 101
Number of Credits:	4
Days:	Mondays & Wednesdays
Place & Time	Founders Annex 2/ Zoom; 8:30AM – 10:00AM (AST)
Classroom Location:	Hybrid synchronous/asynchronous
Pre-requisite(s):	N/A

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 courses 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.

2. Faculty and Staff

Course Director:	Dr. Kevlian Andrew	kandrew4@sgu.edu
Associate Course Director:	Dr. Sasha Lake	slake1@sgu.edu

Secretarial Staff:	Ms. Sharon-Rose Lessy	slessey@sgu.edu
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Teaching Faculty:	Dr. Alena Wade	awade@sgu.edu
	Dr. Ali Drigo	adrigo@sgu.edu
	Dr. Chrystal Antoine-Frank	cantoinef@sgu.edu
	Dr. Georbrina Hargrove	ghargrov@sgu.edu
	Dr. Michael Montalbano	mmontal1@sgu.edu
	Dr. Mohamed Abdelrahim	mabdelra@sgu.edu
	Dr. Rachael George	rgeorge@sgu.edu
Dr. Simone Pierre	spierre4@sgu.edu	

Department (Location):	Anatomical Sciences (Building)
Faculty Office Hours:	TBA

3. Course Materials

- ✓ Textbook: *Tortora & Derrickson: Principles of Anatomy and Physiology, 16th Edition*
- ✓ Lecture Handouts
- ✓ Lab 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.

4. 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 or Associate Course Director at: kandrew4@sgu.edu and slake1@sgu.edu

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

Faculty Appointments

All faculty appointments need to be **made through the course secretary**. Note that meeting times will be subject to faculty availability.

Content Related Questions

For all content-related questions, the most efficient way is through the use of the Forum in My Courses. It is a convenient way to interact with other students and is moderated by faculty. Teaching faculty will be available via the email addresses provided and can hold office hours upon request, once available.

Forums in My Courses:

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

Announcements:

Announcements regarding course activities, e.g., quizzes, exam venues, grades, program and schedule changes etc. will be posted in My Courses. Students are expected to regularly review, keep abreast with and/or act on information posted in the announcements area.

Emails

Students are reminded of the requirement of professionalism and should address their emails and comments accordingly. Students are required to **always use their SGU email address** in any course correspondence with faculty; there will be no reply to any other email.

Polls

Polls may be used periodically to get student feedback on affairs concerning the course. It is a convenient way for students to provide feedback to faculty. This feedback is useful for assisting the team in making adjustments to the course.

5. Course Management Tools

My Courses (SAKAI)

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

COMMUNICATION

Announcements – Important announcements regarding course activity will be made here.

Forums - Students may post academic and administrative questions on the forum. Faculty will moderate the forum and provide feedback on questions and answers. See guidelines in Communication section.

OTHER 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, 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.

Turning Technologies – registration of clicker devices used for attendance.

To learn to use Sakai, the Course management tool, access the link

<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

6. Course Objectives

Course objectives are a detailed list of learning objectives given to the students for each lecture topic of the course and is linked to the required textbook. Detailed list of Course objectives can be found in the Appendix A-D as well as in the My Courses – Resources folder on Sakai.

Student Learning Outcomes

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

- (i) Identify anatomical terminology and relate it to structures of the skeletal, muscular, respiratory, cardiovascular and digestive systems
- (ii) Describe the gross human anatomy and function of its organ systems
- (iii) Explain the mechanical physiology of the skeletal and muscular system
- (iv) Identify and describe the histology of skeletal, muscular, respiratory, cardiovascular and digestive systems
- (v) Discuss the basic human physiology of respiratory, cardiovascular and digestive systems
- (vi) Apply the basic principles of human anatomy and physiology to explain 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.

7. Course Components

Learning Activities

Lectures

Pre-recorded Lectures – Students will be expected to view the pre-recorded lecture videos posted in the Resources folder on Sakai. Students will be expected to use the post schedule as a guide for covering the material. Thus, students are responsible for having reviewed the material BEFORE the respective interactive sessions.

Live Interactive Lectures – Lectures will be held on Mondays/Wednesdays in Founder’s Annex (on campus) or Zoom (online) from 8:30am – 10:00am (AST). There may be an option for alternative online interactive session for students who are online in alternate time zones. A detailed lecture schedule will be available in the My Courses - Resources folder.

The purpose of 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 or cover all listed objectives. Students are expected to cover the remaining portions by themselves following the course objectives.** There may be assigned Direct Learning Activities (DLA’s) associated with course objectives that students are required to do self-study for. These topics/objectives include exam content and should be studied and expected in exams.

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

Laboratory Sessions

Five (5) laboratory sessions will take place during the term that will be done in one or more ways:

- (i) Onsite sessions in the Anatomy Wet Lab
- (ii) Independent scheduled sessions with pre-recorded videos and lab material.
- (iii) Live online sessions with videos and/or image materials to be discussed

Specifics regarding which options will be available will be given during the semester.

Laboratory sessions are designed to be an active, student-driven, hands-on experience. Students will work in small groups with their peers to discuss laboratory topics and identify anatomical structures on various specimen and images. Faculty will be available for assistance in live/ interactive sessions (or by forums/email for online independent sessions). Lab rules, material and any other information will be posted in the My Courses – Resources folder.

Each lab session will end with a quiz covering images/content from lab (mainly) and course material discussed during the respective lab sessions and preceding lectures. Each quiz will contain 10 questions with a time limit of 10 minutes. The quizzes will be administered via ExamSoft. More detail will be provided during the semester.

N.B. Lab points will not be awarded to student who are absent for the live Lab sessions. Attendance is absolutely mandatory, and no remediation sessions will be offered.

Buzz Group Presentations

These are live sessions where assigned student groups will research allocated topics and prepare presentations that the groups will be required to deliver to the class and faculty. Students who are absent for presentations will not receive points for the sessions. No make-up sessions will be offered. Further detail will be provided in My Courses – Resources.

Assessments

All quizzes and examinations will be administered either via Sakai or ExamSoft software unless stated otherwise.

Professionalism

Professional behavior, communication and interpersonal skills will be continuously assessed. In this course, Professionalism addresses attendance, timeliness, compliance, accountability, appearance, interactions, teamwork, motivation and respect. There are five (5) points allocated for professionalism which will be awarded at the end of the term, based on the categories listed above. Points will be automatically awarded for appropriate professional conduct. 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 the expected professional behavior as assessed, he/she may experience partial or complete loss of professionalism points.

Buzz Group Presentations

There will be two (2) Buzz sessions in this course, worth a total of five (5) points. These will be conducted during live sessions where student groups will present their assigned topics to the class and faculty. Each group member must be present and actively participate in group activities before (preparation) and during (present slides) the presentation to be eligible to receive points. Each presentation must also be accompanied by a group submission of the delivered presentation to the Assignments tool on Sakai to be considered complete.

Assignments

Currently, all assignments in the course are related to Buzz Group presentations. More information will be provided by the course team during the semester.

Online Quizzes

There will be a series of online quizzes posted on My Courses throughout the term. Each quiz will be associated with a lecture/ group of lectures. Announcements will be posted when the quizzes are open and made available. Blocks of quizzes will remain accessible until the *Sunday before the Exam* covering the corresponding lecture material. An Online Quiz schedule listing the opening and closing dates will be available in the My Courses - Resources folder.

Upon completion of the online quizzes, students **MUST** attain at **least 80%** of the required points to receive full credit for participation in that quiz. For example, if the total awarded points for a given quiz is 1, you must attain 0.8 points or more to get the full point. Scores below the required mark will not be awarded points and the student will receive a zero, (0) grade. Students will be given three (3) attempts to complete the quiz and the highest grade will be recorded. After submission, the score and answers are saved and can be reviewed until the closing date of the quiz.

All students are strongly advised to take the online quizzes soon after the corresponding lecture(s) would have been scheduled and are encouraged not to wait till close to the submission deadline. Quizzes will not be re-opened after they are closed.

All students must complete the quizzes individually. Your access to these quizzes will be recorded and traceable. It is each student's responsibility to ensure that his/her score is recorded by checking the feedback and milestones. Any problems encountered should be reported to the course team prior to the closing date of the quiz. No make-up opportunities will be offered.

Lab Quizzes

There are 5 online **Lab Quizzes** that will be posted on ExamSoft or Scantron Lab Quizzes that will be administered in person (specific details will be provided during semester). There will be two in the first half and three in the second half of the course. An announcement will be posted when the quizzes are open and made available. **All students must complete the quizzes individually. Your access to these assignments will be recorded and traceable.** Failure to complete the quiz on time will result in loss of points for the associated lab. There will be no opportunities for make-up quizzes.

Examinations

There are 4 online **Examinations** that will be administered via ExamSoft, representing 18.5% of the final grade. There will be two in each half of the course. 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 via Announcements on My Courses. Exams are cumulative and may include up to 5 -10% of cumulative content. The final exam may be up to 10-15 % cumulative.

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

Exam Procedures

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 reviewed with students.

Question Review Procedure

The scoring process for written examinations includes consideration of students' 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.

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 exam dates are at the discretion of the Course Director, usually set a week after all final exams for the course are completed, or later.**

Course Schedule

A detailed course schedule with all activities can be found in **Appendix E** and on My Courses. N.B. schedule subject to change at the discretion of the Course Director.

8. Grading

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 within two weeks of grade release.

Grades will be assigned as follows:

Raw Points	Letter Grade	%
270	A+	100
241.65 – 269.9	A	89.5-99.9
228.15 – 241.64	B+	84.5-89.49
214.65 – 228.14	B	79.5-84.49
201.15 – 214.64	C+	74.5-79.49
187.65 – 201.14	C	69.5-74.49
174.15 – 187.64	D	64.5-69.49
≤174.14	F	<64.49%

Course Grading

Assessment Category	Points	%
Exam 1	50	18.5
Exam 2	50	18.5
Exam 3	50	18.5
Exam 4	50	18.5
Lab Quizzes (5)	50	18.5
Online Quizzes	10	3.7
Buzz Groups	5	1.9
Professionalism	5	1.9
Total	270	100

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)

9. Course Requirements & Policies

Course Requirements

Students will be required to:

- (i) Be prepared for class by completing the necessary readings
- (ii) Contribute thoughtful ideas to class discussions and engage in constructive dialogue
- (iii) Conduct themselves in an appropriate manner, including but not limited to demonstrating respect for others (opinions, ideas, etc.)
- (iv) Pay careful attention to instructions given by faculty and seek clarification where necessary
- (v) Ensure textbook and lecture notes remain handy during class sessions at all times, unless instructed otherwise (as well as any other materials, as directed by faculty).

Professionalism

Professionalism is an important component of your academic life at SGU. 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.

Interaction 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. Students are also required to read critically and make evaluations with consideration of their own experience and knowledge. Each student has much to contribute and is expected to do so! As individuals have the right to disagree, students are expected to respectfully agree to disagree without taking things personal. Persuasive speech cannot be achieved with hurtful, hateful, or inappropriate language (such speech will not be tolerated). Cell phones are to be turned off during class and all other learning activities unless instructed otherwise by faculty.

Attendance Policy

Students are expected to attend all scheduled course activities as they are an essential component for success. **No make-up sessions are available.**

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).

Virtual classes

Students may be allocated into groups depending on the time zone of their place of residence. Dual Delivery sessions will be held on Mondays and Wednesdays at 10:00 AM (AST) with the possibility of a repeat session in the evening (TBA). Students are requested to attend their assigned session. In order to change the assigned session, students will need to submit a request to Dean of Student (DOS) and notify the Course Director.

As stated above, attendance to all interactive activities, online or in person (live lectures/classes, buzz sessions, labs) mandatory. The attendance of all virtual sessions is automatically captured by the Zoom

platform. Attendance at live sessions will be done via Turning Technologies or any other means designated by the Course Director. In the event of an absence, the student is responsible for reporting the incident to his/her Course Director/Associate Course Director. Failure to attend these sessions without a documented/excused absence may result in academic disciplinary action. Multiple absences will be perceived as an incompleteness of the course and can result in failure of the course.

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).*

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.

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 receive a score of zero for late assignment submission if the assignment is discussed in class prior to their submission. Additionally, 10% will be deducted from case study assignment scores for late submission unless previous permission has been given.

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. Students are expected to double check their assignments **BEFORE** handing them in.

Students are required to ensure they produce good, honest work, credit their sources, 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.

Student’s work may be subject to submission to plagiarism detection software. Submission to this system means that a student’s work automatically becomes part of that database and can be compared with the work of their classmates.

10. IT Issues

Throughout the term, the internet, My Courses or other SGU sites may be down or inaccessible. Students are advised to submit online assignments well in advance of the closing date and discouraged from waiting 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, ExamSoft, Turning Technologies or My Courses site and/or any of its components.

11. Student Responsibilities

- ✓ Attend all lectures and laboratory sessions 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.

APPENDIX A: PRE-MIDTERM OBJECTIVES

Introduction

Medical Terminology & Imaging

1. Define the terms anatomy and physiology.
2. Describe the anatomical position and the orientation of the body parts in this position.
 - a) Describe the various regions of the body *and their relationship to one another*.
 - b) List and describe the directional terms used to locate body structures.
3. Define the anatomical planes and sections as well as the *axis of movements*.
4. Describe the boundaries, subdivisions (where applicable*) and general contents of the following major body cavities: cranial, vertebral, thoracic* and abdominopelvic*.
 - a) *Discuss the membranes that line the major body cavities*.
5. Describe the principles and importance of the following medical imaging procedures.
 - a) Radiography (X-ray)
 - b) Magnetic Resonance Imaging (MRI)
 - c) Computed Tomography (CT)
 - d) Ultrasound
 - e) Endoscopy
 - f) *Angiography*
 - g) *Positron Emission Tomography*
6. Identify normal anatomical structures in radiographs, magnetic resonance imaging, computed tomography, ultrasound and angiography.
 - a) Recognize the different planes and sections used in imaging.

Basic Tissues

Describe the general structure, classification, histological characteristics, location, and functions of the four major categories of tissues.

1. Epithelial tissue
 - a) Describe the structure and functions of the five main types of cell junctions
 - b) Describe the different apical modifications of epithelial cells
 - i. Include function and typical locations
 - c) *Describe the structure and function of glands*
 - d) Compare endocrine and exocrine glands
 - e) Describe the structural and functional classification of exocrine glands.
2. Connective tissue
3. Muscle tissue
4. Nervous tissue
 - a) Describe the general organization of the nervous system
 - i. List and describe the general function of the divisions of the PNS
 - ii. List and describe the general function of the subdivisions of the PNS
5. Describe, in detail, the structure of a neuron

Cell Physiology

1. Identify and describe the three main parts of the cell.
2. Describe the basic structure and function of the cytoplasm; cytosol and the following organelles: centrosome, ribosome, endoplasmic reticulum, golgi complex, lysosome, mitochondria, and nucleus.
3. Describe the composition and function of the plasma cell membrane.
 - a) Explain the concepts of *membrane fluidity* and permeability.
 - b) *Explain the concept of concentration and electrical gradients and their contribution to*

the formation of electrochemical gradients.

- c) Describe the structure and function of the following cell specializations: cilia and flagella
4. Describe the various types of transport across the cell membrane.
 - a) Describe the passive processes of simple and facilitated diffusion in contrast to active transport processes
 - b) Define and describe osmosis and osmotic pressure.
 - c) Describe the types (2) and mechanisms (3 – endocytosis) of vesicular transport.

Excitable Tissue

1. Describe the histologic morphology of the nerve cell
2. *Describe the various types of ion channels and their role in diffusion and maintaining equilibrium potentials.*
3. *Define resting membrane potential and explain the ionic basis and factors for this potential.*
4. *Explain the concept and components of signal transmission at synapses.*
 - a) *Define presynaptic neuron, postsynaptic cell and neuron, effector cell*
 - b) *Define and explain axodendritic, axosomatic and axo-axonal*
5. *Explain the events of signal transmission at electrical and chemical synapses.*

Contrast the generation and conduction of graded potentials (EPSP and IPSP) with those of action potentials.
6. *Explain graded potentials and their role in overall signal transmission.*
 - a) Explain the concept of hyperpolarization and depolarization graded potentials.
 - b) *Define the terms excitatory and inhibitory post-synaptic potentials.*
 - c) Describe the ionic basis of EPSP and IPSP
 - i. *Describe difference between ionotropic and metabotropic neurotransmitter receptors.*
 - d) *Explain the concept of summation.*
 - i. *Explain spatial and temporal summation*
 - ii. *Predict possible outcomes.*
7. *Define and describe the ionic events involved in an action potential.*
 - a) *Define the terms subthreshold, threshold and suprathreshold stimuli.*
 - b) *Describe the events within the phases: depolarization, repolarization, after-repolarization and refractory periods.*
 - c) *Define the all-or-nothing principle.*
 - d) *Explain the process of propagation of action potentials*
 - i. *Explain the types of propagation*
 - ii. *Discuss the factors that can affect the speed of this process.*

Muscle Physiology

1. Compare the three types of muscle tissue; structure, function, location and special features.
2. List and explain the properties and functions of muscular tissue
3. Explain the gross and histologic structure of skeletal muscle tissue.
 - a) Describe the connective tissue components, *vascular and nervous supply.*
 - i. *Define and explain the role of tendons and aponeuroses*
 - b) Explain the structural organization of skeletal muscle (whole muscle to myofilament)
 - c) Describe the microscopic arrangement of the intracellular components
 - d) Describe the various types of proteins (3) found in the cell
4. Identify and describe the components of the neuromuscular junction
5. Explain the steps involved in excitation-contraction coupling in skeletal muscle
 - a) List in sequence the steps involved in neuromuscular transmission in skeletal muscle
 - b) Outline and explain the chemical and mechanical steps in the contraction cycle
 - c) Explain how this cycle results in shortening of the muscle (sarcomere structure)

- d) Describe the roles of the sarcolemma, transverse tubules, sarcoplasmic reticulum, thin filaments, and calcium ions
- 6. Outline the steps involved in the sliding filament theory for muscle contraction
- 7. Explain the concept of length-tension relationship.
- 8. Briefly compare the general features of slow oxidative, fast oxidative-glycolytic, and fast glycolytic muscle fibre types.
- 9. Describe the main histological, structural, and functional characteristics of cardiac muscle.
- 10. Describe the main histological, structural, and functional characteristics of smooth muscle
 - a) Outline how smooth muscle contracts compared to skeletal muscle

Introduction to Human Development

1. *List the sequence of events that occur during pregnancy*
2. Differentiate between embryological development and fetal development.
3. Describe the major events that occur during the first week of development.
 - a) Describe capacitation and the pathway of sperm through the female reproductive tract.
 - b) Describe the major events occurring during fertilization, cleavage, blastocyst formation, and implantation.
4. Describe the major events that occur during the second week of development.
 - a) Identify syncytiotrophoblast and cytotrophoblast cells and describe their functions.
 - b) Describe the development of the bilaminar disc.
 - c) Describe the development, structure and function of the amnion, yolk sac, and extraembryonic coelom, and chorion
5. Describe the major events that occur during the third week of development.
 - a) Describe gastrulation and the formation of the three primary germ layers.
 - b) List the three primary germ layers and structures produced by the each
 - c) Describe the development, structure and function of somites.
 - d) Describe the development of the intraembryonic coelom
6. Describe the major events that occur during the fourth week of development.
 - a) Define the term organogenesis.
 - b) Describe the head and tail folding of the embryo
 - c) Describe the lateral folding of the embryo.
7. Discuss development of the embryo from the fifth week through eighth week.
8. Describe the major events of the fetal period.

Skeletal System

Overview and Axial Skeleton

1. List the tissues found in the skeletal system
2. Describe the two subdivisions of the skeletal system.
3. Describe how bones are classified (*based on shape and/or location*) and list examples.
4. Define the following terms: fissure, foramen, fossa, sulcus, meatus, condyle, facet, head, crest, epicondyle, spinous process, trochanter, tubercle and tuberosity.
5. Identify and describe features of the cranial and facial bones of the skull:
 - a) CRANIAL: Frontal, Parietal, Temporal, Occipital, Sphenoid, Ethmoid
 - b) FACIAL: Nasal, Lacrimal, Palatine, Inferior nasal conchae, Vomer, Maxilla, Zygomatic, Mandible
6. Define and identify general features of the skull
 - a) Cranial sutures, paranasal sinuses, fissures, foramen, meatuses and processes
7. Identify and describe the general structure and regions of the vertebral column.
 - a) Normal curvatures of the spine
 - b) Key features of all vertebrae

- c) Key features specific to typical vertebrae for each region.
- 8. *Describe the importance of intervertebral discs.*
- 9. Identify the various parts of the sternum and ribs.
- 10. Briefly describe the development of the skeletal system.
 - a) Describe the development and differentiation of somites.
 - b) Define and describe the musculoskeletal derivatives of the following: dermatome, myotome and sclerotome.

Appendicular Skeleton & Joints

1. *Identify the bones of the pectoral girdle.*
 - a) Identify the surface markings and articulation of the clavicle and scapula.
2. Identify the bones of the upper limb.
 - a) Humerus, Ulna, Radius, Carpal bones, Metacarpals, Phalanges
3. *Identify the bones of the pelvic girdle.*
 - a) Identify the surface markings and articulation of the ilium, ischium, and pubis.
4. Identify the following bones of the lower limb
 - a) Femur, Tibia, Fibula, Tarsal bones, Metatarsals, Phalanges
5. Explain the structural and functional classification of joints.
6. *List and describe the three types of fibrous joints*
 - a) *Give examples of where they are found in the body.*
7. *List and describe the two types of cartilaginous joints*
 - a) *Give examples of where they are found in the body.*
8. Describe the structure of synovial joints.
 - a) *Explain the typical blood and nerve supply to synovial joints.*
 - b) *Explain the importance of bursae and tendon sheaths.*
9. List and describe the six types of synovial joints
 - a) *Give examples of their locations in the body*
 - b) List and describe the types of movements that occur at each
10. Describe the anatomical components, joint classification and movements that occur at each of the following joints
 - a) Shoulder, elbow, hip, and knee joints.

Muscular System

Overview & Head and Neck

1. List the tissues found within the muscular system
2. Briefly describe the development of muscle tissue.
 - a) Describe the embryological origins of muscle tissue
 - b) Review myotome, dermatome and sclerotome.
3. Describe the relationship between the muscular and skeletal systems in producing body movement.
4. *Define the following terms:*
 - a) *Origin and insertion*
 - b) *Lever, fulcrum and load.*
 - c) *Prime mover/agonist, antagonist and synergist.*
5. *Describe the different fascicle arrangements of muscles.*
6. Explain the naming criterion (7) for muscles.
7. Identify the muscles (+ describe the overall actions) responsible for the following movements:
 - a) **Mastication**
 - b) **Eye movements**
 - c) **Facial expression:**
 - **Scalp/Forehead:** Frown, Surprise

- **Eyelids:** Open, Close
- **Mouth:** Open, Close/Pucker, Raise, Smile, Lower, Pout, Grimace, Blow
- d) **Tongue Movement**
- e) **Deglutition and Speech**
 - List the muscles from each group and give general actions
- f) **General movements of the head**

Back, Upper Limb & Thorax

1. Identify the muscles in the following back muscle groups and describe their overall action on the vertebral column:
 - a) Splenius group
 - b) Erector Spinae group
 - c) Transversospinales group
 - d) Scalene group
2. Identify the muscles of the thorax that act on the pectoral girdle and describe their action:
 - a) **Anterior**
 - b) **Posterior**
3. Identify the muscles of the thorax/shoulder that act on the upper limb and describe their action:
 - a) **Axial**
 - b) **Scapular**
4. Identify and describe the overall function of the anatomical muscle compartments in the **arm**
 - a) List and identify the muscles found within each compartment
 - b) Describe the main action of the muscles within each compartment
5. Identify and describe the overall function of the anatomical muscle compartments in the **forearm**
 - a) List and identify the muscles found within each compartment
 - b) Describe the main action of the muscles within each compartment
6. Identify and describe the overall function of the **intrinsic muscle groups in the hand**
 - a) Thenar, hypothenar and intermediate (lumbricals and interossei) muscle groups.
 - b) List and identify the muscles found within each muscle group

See complete list of muscles to be covered in **Appendix B**

Abdomen, Pelvis and Lower Limb

1. Identify and describe the actions of the following muscles of the abdomen and thorax.

a) Rectus Abdominis	d) Quadratus Lumborum
b) External and Internal Oblique	e) Diaphragm
c) Transverse Abdominis	f) External & Internal Intercostals

 - i. State which muscles protect abdominal viscera and/or assist in breathing
2. Identify the muscles of the pelvic and gluteal regions that act on the hip and describe their actions.
3. Identify and describe the overall function of the anatomical muscle compartments in the **thigh**
 - a) List and identify the muscles found within each compartment
 - b) Describe the action of the muscles within each compartment
4. Identify and describe the overall function of the anatomical muscle compartments in the **leg**
 - a) List and identify the muscles found within each compartment
 - b) Describe the action of the muscles within each compartment
5. Identify and describe the overall function of the **intrinsic muscle groups in the foot**
 - a) Dorsal and plantar muscle groups.
 - b) List and identify the muscles found within each muscle group

See complete list of muscles to be covered in **Appendix B**

APPENDIX B: MUSCLE LIST

Students are responsible for covering the following Muscles

HEAD & NECK

Mastication	Temporalis, Masseter, Medial and Lateral Pterygoid
Extraocular	Recti (lateral, medial, superior, inferior), Obliques (superior, inferior)
Facial: Scalp/Forehead Eyelids Mouth	Occipitofrontalis, Corrugator supercilia Obicularis oculi, Levator palpebrae superioris Obicularis oris, Zygomaticus major & minor, Levator labii superioris, Levator anguli oris, Risorius, Buccinator, Depressor anguli oris, Depressor labii inferioris, Mentalis, Platysma
Tongue Movement	Genioglossus, Styloglossus, Hyoglossus, Palatoglossus
Deglutition & Speech	Suprahyoid: Digastric, Stylohyoid, Mylohyoid, Geniohyoid Infrahyoid: Omohyoid, Sternohyoid, Sternothyroid, Thyrohyoid
Head Movement	Sternocleidomastoid, Semispinalis capitis, Splenius capitis, Longissimus capitis, Spinalis capitis

BACK

SPLENIUS Group	S. capitis, S. cervicis
ERECTOR SPINAE Group	Iliocostalis cervicis, thoracis and lumborum Longissimus capitis, cervicis and thoracis Spinalis capitis, cervicis and thoracis
TRANSVERSOSPINALES group	Semispinalis capitis, colli and thoracis Multifidus, Rotatores
SCALENE group	Scalene anterior, medius and posterior

UPPER LIMB

MOVERS OF THE PECTORAL GIRDLE	
THORAX	Subclavius, Pectoralis minor, Serratus anterior Trapezius, Levator Scapulae, Rhomboid major, Rhomboid minor
MOVERS OF THE UPPER LIMB	
THORAX/ SHOULDER	Pectoralis major, Latissimus dorsi, Deltoid, Subscapularis, Supraspinatus, Infraspinatus, Teres major, Teres minor, Coracobrachialis
ARM	Biceps Brachii, Brachialis, Brachioradialis, Triceps brachii
FOREARM	Pronator teres, Pronator quadratus, Supinator, Flexor carpi radialis, Palmaris longus, Flexor carpi ulnaris, Flexor digitorum superficialis, Flexor pollicis longus, Flexor digitorum profundus, Extensor carpi radialis longus and brevis, Extensor digitorum, Extensor digiti minimi, Extensor carpi ulnaris, Abductor pollicis longus, Extensor pollicis longus and brevis, Extensor indicis
HAND	Abductor pollicis brevis, Opponens pollicis, Flexor pollicis brevis, Adductor pollicis, Abductor digiti minimi, Flexor digiti minimi brevis, Opponens digiti minimi, Lumbricals, Palmar interossei, Dorsal interossei

THORAX & ABDOMEN

- a) Diaphragm
- b) External Intercostals
- c) Internal Intercostals
- d) Rectus Abdominis
- e) External and Internal Oblique
- f) Transverse Abdominis
- g) Quadratus Lumborum

LOWER LIMB

PELVIS	Levator ani: Pubococcygeus, Puborectalis, Iliococcygeus Ischiococcygeus
GLUTEAL	Iliopsoas: Iliacus, Psoas major; Gluteus maximus, medius and minimus; Tensor fasciae latae, Piriformis, Obturator internus and externus, Superior and Inferior Gemellus, Quadrator femoris
THIGH	Adductor longus, brevis and magnus; Pectineus, Gracilis, Quadriceps femoris: Rectus femoris, Vastus lateralis, medialis and intermedius; Sartorius, Hamstrings: Biceps femoris, Semitendinosus, Semimembranosus,
LEG	Tibialis anterior and posterior, Extensor hallucis longus, Extensor digitorum longus, Fibularis tertius, longus and brevis; Triceps surae: Gastrocnemius, Soleus, Plantaris; Popliteus, Flexor digitorum longus, Flexor hallucis longus
FOOT	Extensor hallucis brevis, Extensor digitorum brevis, Abductor hallucis, Flexor digitorum brevis, Abductor digiti minimi, Quadratus plantae, Lumbricals, Flexor hallucis brevis, Adductor hallucis, Flexor digiti minimi brevis, Dorsal interossei, Plantar interossei

APPENDIX C: POST-MIDTERM OBJECTIVES

Respiratory System

Anatomy

- List the organs of the respiratory system.
 - Differentiate between the upper and lower respiratory system.
 - Differentiate between the conducting and respiratory zones of the respiratory system.
- Describe the gross anatomy and functions of the nose.
 - Describe the nasal cavity.
 - Describe the components of the nasal septum.
 - Identify and describe the function of the nasal conchae and choanae.
 - Describe the paranasal sinuses and their drainage.
- Describe the gross anatomy and function of the pharynx.
- Describe the gross anatomy and function of the larynx.
 - List the cartilages of the larynx.
 - Identify the epiglottis, the glottis and rima glottis.
- Describe the structures involved in voice production.
 - Identify the vestibular and vocal folds
 - Identify and describe the actions of the muscles of the larynx.
 - Describe how they interact to produce phonation.
- Describe the gross anatomy and function of the trachea.
- Outline the branching of the bronchial tree and respiratory zone and describe the anatomic changes that occur as this branching progresses.
- Briefly describe respiratory epithelium and the changes of epithelium within the entire respiratory system.
- Describe the gross anatomy of the lung and pleural membranes.
 - Discuss the difference between lobes, lobules, and bronchopulmonary segments.
 - List the fissures of the lungs.
 - Discuss the difference between the parietal and visceral pleura.
- Describe the structure of alveolar sacs and individual alveoli.
 - List the cells of alveoli and their function.
 - Describe the layers of the respiratory membrane.
- Describe the blood supply of the lung tissue.*
- Briefly discuss the development of the respiratory system
 - List the types of tissues found in the respiratory system and give the embryologic origin(s)
 - Outline the main steps in heart formation

Physiology

- Define pulmonary ventilation, external and internal respiration.*
- Describe the mechanics of breathing.
 - Relate Boyle's Law to the events of inspiration and expiration.
 - List the muscles that assist with inspiration.
 - Describe the changes in intrapleural and alveolar pressure during inspiration and expiration.
- Briefly discuss the effects of the following on ventilation.
 - Surface tension
 - Lung compliance
 - Airway resistance
- Define and compare the various lung volumes and capacities.

5. Relate Dalton's and Henry's Laws to the events of external and internal respiration.
 - a) Describe the process of gas exchange in the lungs and tissues.
6. Explain how oxygen is transported in the blood.
 - a) Compare the relative amounts of O₂ carried bound to hemoglobin with that carried in the dissolved form.
 - b) Explain the role of hemoglobin and its relationship with pO₂.
 - c) Using an oxyhemoglobin dissociation curve, show the relationships between oxygen partial pressure, hemoglobin saturation, and blood oxygen content.
 - d) Describe how the shape of the oxyhemoglobin dissociation curve influences the uptake and delivery of oxygen.
 - e) Show how the oxyhemoglobin dissociation curve is affected by changes in blood temperature, pH, PCO₂, and 2,3-DPG,
7. *Explain how carbon dioxide is transported in the blood.*
 - a) *Describe the three main forms for which carbon dioxide is transported in the blood.*
8. Describe the regulation and control of respiration.
 - a) Briefly outline the areas of the brainstem that control breathing.
 - b) *Explain the cortical influences on breathing.*
 - c) List the anatomical location of central and peripheral chemoreceptors and their role in the regulation of breathing.
 - d) List the remaining influences on breathing.
9. Outline the development of the respiratory system.
 - a) Describe the major events in the development of the respiratory system.
 - b) Describe the stages of respiratory system development.

Cardiovascular System

Anatomy

2. Describe the location, size and orientation of the heart.
3. Describe the structure of the pericardium and the layers of the heart wall.
 - a) *Briefly describe the structure and function of the fibrous skeleton.*
4. Describe, in detail, the features of all of the chambers of the heart.
 - a) Include surface markings and internal features within each chamber.
 - b) Describe the location, structure and function of the valves of the heart.
5. Describe the flow of blood through the chambers of the heart.
 - a) *Name and locate the veins (SVC, IVC, coronary sinus) that carry blood back to the atria of the heart. Explain their role.*
 - b) *Name and locate the arteries (pulmonary trunk and aorta) that carry blood away from the ventricles of the heart. Explain their role.*
6. Briefly describe the systemic and pulmonary circulations and outline the vessels involved.
7. Describe the coronary circulation: outline the path of blood through this circulation, including the relevant arteries and veins (coronary arteries, veins and sinuses).
8. Define and describe the basic structure of blood vessels.
 - a) Describe the structural and functional differences between arteries and veins.
 - b) Outline, in detail, the changes in the structure of the blood vessels throughout the circulatory system.
 - i) Compare & contrast the structure and functions of arteries, arterioles, capillaries, venules and veins.
 - ii) Compare & contrast elastic and muscular arteries. Give examples
 - iii) Describe the location, structure and functions of the three types of capillaries
9. Identify the four divisions of the aorta.
10. Identify and locate the following systemic arterial vessels, their main branches and describe the main region supplied:

- a) Arch of the aorta
 - b) Thoracic aorta
 - c) Abdominal aorta
 - d) Head and neck
 - e) Upper limb
 - f) Lower limb
11. Identify the following venous vessels in the systemic circulation:
- a) Head and neck
 - b) Upper Limb
 - c) Thorax
 - d) Abdomen
 - e) Lower Limb
12. Briefly review the structural and functional characteristic of cardiac muscle tissue.
13. Discuss the development of the heart
See complete list of blood vessels to be covered in **Appendix D**
14. Briefly outline the development of the heart
- a) List the types of tissues found in the heart and give the embryologic origin(s)
 - b) Outline the main steps in heart formation

Physiology

15. Outline the autorhythmic fibers of the conduction system and describe the location of these fibers within the heart walls.
- a) Draw and discuss the pacemaker potential.
 - b) Beginning in the SA node, outline the normal sequence of the cardiac activation (depolarization) through the conducting system
16. Outline the sequence of events for an action potential in a ventricular contractile cell.
- a) Describe how ionic currents contribute to the phases of the cardiac action potential.
 - b) Explain what accounts for the long duration of the cardiac action potential and the resultant long refractory period.
 - c) Explain the advantage of the long plateau of the cardiac action potential and refractory period
17. Excitation-contraction coupling in cardiac muscle.
- a) Explain how the stimulation of contraction of cardiac muscle differs from that of skeletal
 - b) Outline the role of calcium in the control of contraction of cardiac muscle
18. *Define electrocardiogram, depolarization and repolarization.*
19. Trace a typical ECG, label and discuss each wave or complex in relation to the electrical state of the heart
- a) Discuss the P-Q and Q-T intervals.
 - b) Discuss the S-T segment.
20. *Discuss the timing and route of an action potential through the conduction system and myocardium.*
- a) *Define the terms systole and diastole.*
 - b) *Relate the ECG waves to the contractile activity of the myocardium*
21. Describe the pressure and volume changes that occur during the cardiac cycle.
- a) Use a diagram to label the phases and events of the cardiac cycle in relation to ECG activity, contractile activity, pressure-volume changes, and valve movement
 - b) Identify and describe the following phases of the cardiac cycle: isovolumetric contraction, ejection, isovolumetric relaxation, ventricular filling and atrial contraction.
 - c) Define the heart sounds S1 and S2
 - i) Describe the event that produces the sound.
 - ii) Discuss the timing of the cardiac cycle at which they occur.

- iii) Describe the auscultation sites of the heart valves.
- 22. Define cardiac output, heart rate and stroke volume.
 - a) Define and discuss the factors that regulate stroke volume (SV).
 - i) Define the Frank-Starling Law and how it applies to preload.
 - ii) *Discuss the result of changes in heart rate and venous return on EDV (and SV).*
 - iii) *Discuss how myocardial contractility can be modified, including the role of the ANS.*
 - iv) *List the factors that can increase afterload and the effect on stroke volume.*
- 23. Outline the factors that regulate heart rate.
 - a) State the location of the cardiovascular center (CVC).
 - b) List the location and describe the role of the sensory receptors that provide input to the CVC
 - i) List the main types of receptors and describe their action
 - c) Briefly describe the roles of hormones on heart rate
- 24. Discuss blood pressure and how it changes throughout the body
 - a) Define blood pressure, systolic and diastolic blood pressure
 - i) Describe the general changes as you progress through the circulatory system.
 - b) *Discuss the concept of vascular resistance and the factors that affect it.*
 - c) *Define venous return and briefly discuss the main mechanisms involved.*
 - d) *Briefly outline how velocity of blood flow changes throughout the circulatory system.*
- 25. Define capillary exchange and briefly discuss the three main mechanisms
- 26. Explain the factors that regulate blood flow.
 - a) *Discuss the role of the cardiovascular center in regulating blood flow*
 - i) *Name the part of the CVC responsible for acting on blood vessels*
 - ii) *Describe the role of receptors from the hypothalamus. Give an example*
 - b) Discuss the baroreceptor reflex
 - i) List the location(s) and actions of the main receptors
 - c) List the name, source and functions of the hormones that affect blood pressure
 - d) Explain the concept of autoregulation with respect to blood flow and list the types of stimuli.
 - e) *Define the terms: pulse, tachycardia and bradycardia.*
 - f) *Identify the vessels and location for taking peripheral pulses*

Digestive System

Anatomy

1. List the organs that constitute the digestive tract/alimentary canal.
 - a) List the accessory digestive organs.
2. Identify the various functions of the digestive system.
3. Discuss the structure and function of the layers that form the wall of the digestive tract.
4. Describe the location structure and function of the Enteric nervous system (ENS)
 - a) List the two divisions and describe their location.
 - b) Name the three types of neurons in this system
 - i. Discuss the roles of each type of neuron in the digestive tract.
 - c) Briefly describe the general effect of the PNS and SNS on the ENS and GI tract.
5. Describe and explain the significance of peritoneal and mesenteric extensions within the abdomen.
 - a) List the five major peritoneal folds and their relationship to each other and the abdominal organs.
 - b) Define the terms retroperitoneal and intraperitoneal and list the organs that belong in each category.
6. *Identify and describe the following structures of the mouth and oral cavity. *Explain function*
 - a) *Lips, teeth*, gum, frenulum**

- b) *Oral vestibule vs oral cavity and Fauces*
 - c) *Palate*: Hard vs soft*
 - d) *Arches: Palatoglossal vs palatopharyngeal, Uvula*
7. List the names, locations and general function of the tonsils in the mouth
 8. Describe the overall structure and function of the tongue
 - a) *Include discussion on the overall function of the extrinsic and intrinsic muscles.*
 9. Discuss the general function, histologic composition and location of the three major salivary glands.
 - a) Outline the main ducts and corresponding openings within the oral cavity.
 10. Review the regions of the pharynx (from the respiratory system) and its connection with the esophagus.
 11. Describe the location, macroscopic and microscopic structure of the esophagus.
 - a) Describe the anatomical structure and function of the esophagus
 - b) Briefly describe the histology and general function of the layers of the esophagus
 - c) Locate the two esophageal sphincters and explain their significance.
 12. Describe the location, anatomy, histology and general functions, of the following organs. Include their spatial arrangement to each other within the abdomen and any *specialized features.
 - a) Stomach*
 - i. Describe the main regions
 - ii. Discuss the layers of the wall
 - iii. Discuss the structure and function of any sphincters
 - b) Small intestine*
 - i. Describe the regions
 - ii. Discuss the layers of the wall and features unique to the regions
 - c) Large intestine*
 - i. Describe the regions
 - ii. Discuss the layers of the wall and features unique to the regions
 - iii. Discuss the structure and function of any sphincters
 - d) Rectum and Anal Canal
 - e) Liver*
 - i. Discuss the functional cells of the liver, the bile duct system and sinusoids.
 - ii. Compare and contrast the hepatic lobule, portal lobule and hepatic acinus.
 - iii. Discuss the components of the portal triad.
 - f) Gallbladder*
 - i. Describe the parts
 - ii. Discuss the layers of the wall
 - iii. Describe the relationship of the gallbladder to the liver
 - g) Pancreas*
 - i. Describe the regions
 - ii. Compare and contrast the glandular portions
 - iii. Describe the relationship of the pancreas to the small intestine
 13. Outline the flow of bile from the liver and gallbladder into the small intestine.
 14. State the names, location and secretory products of the specialized cells found in the following organs:
 - a) Stomach
 - b) Small Intestine
 - c) Large Intestine
 - d) Pancreas
 15. Outline the blood supply to the organs of the digestive tract. Include the branches from the following arteries:

- a) Celiac Trunk
 - b) Superior Mesenteric
 - c) Inferior Mesenteric
16. Describe the path of blood flow through the liver.
 17. Outline the venous drainage of the digestive system.
 - a) Describe the major veins of the digestive system
 - b) Describe the hepatic portal system and major veins involved
 13. Briefly discuss the development of the respiratory system
 - g) List the types of tissues found in the digestive system and give the embryologic origin(s)
 - h) Outline the main steps in digestive system formation

Physiology

18. Review the various digestive processes
19. Define digestion
 - a) Discuss the process of mechanical and chemical digestion
 - b) *Define the term mastication and its role in digestion.*
20. Describe the physiological function of the components of saliva.
21. Define and describe the three phases of deglutition.
22. Describe the role of the stomach mucosa in mechanical and chemical digestion.
 - a) *Describe the motility of the stomach*
 - b) Review the source and function of mucus, hydrochloric acid, intrinsic factor, pepsinogen, gastric lipase and gastrin
23. Discuss the composition of pancreatic juice and its role in the chemical digestion.
 - a) Describe the function of pancreatic amylase, trypsin, chymotrypsin, carboxypeptidase, pancreatic lipase, ribonuclease and deoxyribonuclease.
24. Discuss the role of bile in chemical digestion.
25. Outline the various functions the liver provides within the digestive system.
26. Describe the role of the small intestine mucosa in mechanical and chemical digestion.
 - a) *Describe the motility of the small intestine*
 - b) Review the source and function of maltase, sucrose, lactase, enterokinase, and peptidase.
 - c) Outline how the end products of carbohydrates, protein and lipid digestion; electrolytes, vitamins, minerals and water are absorbed within the small intestine.
27. Describe the role of large intestine mucosa in mechanical and chemical digestion.
 - a) Describe the motility of the large intestine
 - b) Describe the role of intestinal bacteria in digestion
 - c) Outline the process of absorption and feces formation within the large intestine.
28. Outline the three phases of digestion
 - a) Describe the major hormones, neural and local components that govern these phases.

APPENDIX D: BLOOD VESSEL LIST

Students are responsible for covering the following Blood Vessels

ARTERIES		VEINS	
ASCENDING AORTA	i) Right and Left coronary	CARDIAC	i) Coronary Sinus
AORTIC ARCH	i) Brachiocephalic trunk ii) Right and left common carotid iii) Right and left subclavian		
HEAD & NECK	i) Common carotid ii) External and internal carotids	HEAD & NECK	i) Internal and external jugular ii) Subclavian iii) Brachiocephalic iv) Superior Vena Cava
THORACIC AORTA	i) Pericardial ii) Bronchial iii) Esophageal iv) Posterior intercostal v) Subcostal vi) Superior phrenic	THORAX	i) Azygos ii) Hemiazygos iii) Accessory hemiazygos *Brachiocephalic
ABDOMINAL AORTA	i) Inferior phrenic ii) Lumbar iii) Celiac trunk iv) Superior mesenteric v) Suprarenal and renal vi) Gonadal vii) Inferior mesenteric viii) Common, external and internal iliac	ABDOMEN	i) Internal and external iliac ii) Common iliac iii) Gonadal iv) Suprarenal and renal v) Lumbar vi) Hepatic vii) Inferior phrenic viii) Inferior vena cava
UPPER LIMB	i) Subclavian ii) Axillary iii) Brachial iv) Radial v) Ulnar vi) Superficial and deep palmar arches	UPPER LIMB Deep Superficial	i) Radial ii) Ulnar iii) Brachial iv) Axillary *Subclavian i) Median antebrachial ii) Basilic iii) Cephalic iv) Median cubital *Axillary
PELVIS & LOWER LIMB	i) Common Iliac ii) Internal Iliac iii) External iliac iv) Femoral v) Popliteal vi) Anterior and posterior tibial vii) Fibular viii) Dorsalis pedis ix) Medial and Lateral plantar x) Plantar arch	LOWER LIMB Deep Superficial	i) Anterior and posterior tibial ii) Popliteal iii) Femoral *External Iliac i) Great saphenous *Femoral ii) Small saphenous *Popliteal

APPENDIX E: COURSE SCHEDULE

Week	Date	Topic/Exercises	Assignments/Reading
1	16-Aug-21	Course Introduction	
	18-Aug-21	1. Medical Terminology and Imaging	Chapter 1 (pgs. 1-2, 14-20, 22-27)
	20-Aug-21	2. Basic Tissues	Chp 4 (pgs. 111-143); Chp 12 (pgs. 420-424) Quiz 1 Due
2	23-Aug-21	3. Cell Physiology	Chapter 3 (pgs. 64-91)
	25-Aug-21	4. Excitable Tissue	Chapter 12 (pgs 422-423, 430-442, 444-449)
	27-Aug-21	5. Muscle Physiology I	Chp 10 (pgs. 305-324, 332-335); Chp 20 (pg 741) Quiz 2 Due
3	30-Aug-21	6. Muscle Physiology II	Chapter 10; Chapter 20 (pg 741)
	1-Sep-21	7. Introduction to Human Development	Chapter 29 (pgs. 1160-1179)
	2-Sep-21		Quiz 3 Due
4	6-Sep-21	EXAM 1	
	8-Sep-21		
	10-Sep-21		
5	13-Sep-21	8. Skeletal System: Axial Skeleton	Chapter 7 (pgs. 202-239)
	15-Sep-21	9. Skeletal System: Appendicular Skeleton & Joints	Chapter 8 (pgs. 242-267)
	17-Sep-21	10. Muscular System: Head and Neck	Chapter 11 (pgs. 344-365)
6	20-Sep-21	11. Muscular System: Back, Upper Limb & Thorax	Chapter 11 (pgs. 375-397)
	22-Sep-21	Lab 1: Musculoskeletal System	
	24-Sep-21	12. Muscular System: Abdomen, Pelvis & Lower Limb	Chapter 11 (pgs. 366-373, 398-413) Quiz 4 Due
7	27-Sep-21	13. Respiratory System I	Chapter 23 (pgs. 891-930, 932)
	29-Sep-21	Lab 2: Musculoskeletal System	
	1-Oct-21		Quiz 5 Due
8	4-Oct-21	EXAM 2	
	6-Oct-21		
	8-Oct-21		
9	11-Oct-21	14. Respiratory System II	Chapter 23 (pgs. 891-930, 932)
	13-Oct-21	15. Respiratory System III; Buzz 1	
	15-Oct-21	16. Cardiovascular System I	
10	18-Oct-21	17. Cardiovascular System II	Chapter 20 & 21
	20-Oct-21	Lab 3: Respiratory Systems	
	22-Oct-21	18. Cardiovascular System III	Chapter 20 & 21 Quiz 7 Due
11	25-Oct-21	PUBLIC HOLIDAY – THANKSGIVING DAY (GD)	
	27-Oct-21	19. Cardiovascular IV	Chapter 20 & 21
	29-Oct-21		Quiz 8 Due
12	1-Nov-21	EXAM 3	
	3-Nov-21		
	5-Nov-21		
13	8-Nov-21	20. Digestive System I	Chapter 21 (pgs. 941-991)
	10-Nov-21	Lab 4: Cardiovascular System	
	12-Nov-21	21. Digestive System II; Buzz 2	Chapter 21 (pgs. 941-991) Quiz 9 Due
14	15-Nov-21	22. Digestive System III	Chapter 21 (pgs. 941-991)
	17-Nov-21	23. Digestive System IV; BUZZ 2	Chapter 21 (pgs. 941-991)
	19-Nov-21		Quiz 10 Due
15	22-Nov-21		
	24-Nov-21	Lab 5: Digestive System	
	26-Nov-21		Quiz 11 Due
16	29-Nov-21	EXAM 4	
	1-Dec-21		
	3-Dec-21		



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

**BIOL202: Anatomy & Physiology II (4cr.)
FALL 2021**

Course Syllabus

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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, lymphatics, and immune systems, integuments. 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: Mohamed Abdelrahim, MD mabdelra@sgu.edu

Associate Course Director: Feimatta Sowa, MD, MPH fsowa@sgu.edu

Secretarial Staff: Ms. Sharon-rose Lessey slessey@sgu.edu

Teaching Faculty:

Vasavi Gorantla, PhD	vgorantl@sgu.edu
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Feimatta Sowa, MD, MPH	fsowa@sgu.edu
Mohamed Abdelrahim, MD	mabdelra@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 directors at: fsowa@sgu.edu and mabelra@sgu.edu

For notification of an absence from any scheduled laboratory session, lecture quiz or lecture exam, please send an e-mail to: slessev@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 and **no make-up sessions are available.**

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 always demonstrate professional behavior, 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 via Dual Delivery Presentation on Mondays and Wednesdays from 8.30am – 10.00am. Some lectures are pre-recorded and you are required to pre-watch them before particular sessions which are indicated in the schedule.

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. Students are expected to cover the remaining**

portions by themselves following the course objectives. There are assigned Direct Learning Activities (DLA,s) with course objectives that students should do self-study for. These topics/objectives include exam content and should be studied and expected in exams.

It is an important learning exercise for students to learn to read textbooks and study 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 questions 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 if a student is absent for the live Lab. sessions. Attendance is absolutely necessary, and no make-up sessions are allowed.**

Laboratory Etiquette

Attire: Full set of scrubs (top & bottom) or lab coat and closed toe shoes. No shorts, tank tops or revealing clothing.

Required lab materials: Lab checklists, clickers, and relevant course material

- You are required to bring your own gloves to all lab sessions.
- It is a privilege to have access to donated cadaveric materials.
- All materials in the lab should be always handled with care and respect.
- No food and drink are permitted in the lab at any time.
- No pictures or recordings are allowed at any time in the lab.
- Use of cell phones is not allowed inside the lab – Please switch your phones OFF or into vibrate mode before entering the lab.

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 are 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 a zero, (0) 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 sessions or lack of participation with team members. No make-up sessions are allowed.

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.

Turning Technologies – 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
2 Lab Quizzes	40	10
Online Quizzes	20	5
Buzz Groups	6	2
Professionalism	5	2
Assignments	2	1
Total	273	100
Raw Points	Letter Grade	%
245-273	A	89.5-100
231-244	B+	84.5-89.49
217-230	B	79.5-84.49
204-216	C+	74.70-79.49
190 - 203	C	69.5 -74.36
176-189	D	64.4 -69.23
<u>≤176</u>	F	≤64.4%

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 calculations.

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 students' 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 or later.**

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.
- Do not 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 laboratory sessions.
- **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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outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.



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: See attached schedules
Semester and Year: Semester 2 Year 1
Classroom Location: TBD
Pre-requisite(s): BIOL220

Course Lecturer Name(s): Cristofre Martin, Kwami Jones, Mohamed Idries
Course Director Name: Cristofre Martin/Kwami Jones (laboratory)

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

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:

Anatomy and Physiology for Nursing 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 objectives of this course are as follows:

1. Explain the anatomy, physiology and histology of the systems that make up the human body.
2. Describe the key functions of the integumentary, skeletal, nervous, muscular, digestive, excretory, cardiovascular, respiratory, endocrine, lymphatic and reproductive systems.
3. Apply the scientific method and evaluate experimental data.
4. Discuss aspects of physiological mechanisms and the interaction between organ systems and

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how they maintain homeostasis within the human body.

5. Provide examples of physiological and cellular defects that lead to 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)

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: N/A

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.

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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:	Topics	Instructor
1 (Aug 16)		Introduction	Martin/Jones
	1	Epithelium	Jones
	2	Connective Tissue	Jones
2 (Aug 23)	3	Cartilage	Jones
	4	Bone	Jones
	5	Muscle Histology	Jones
3 (Aug 30)	6	Muscle Physiology	Martin
	7	Muscle Fatigue	Idries
4 (Sept 6)	Sept 6	Exam #1 (Session 1-7)	Martin
	8	Axial Skeleton	Jones
	9	Skeleton and Joints	Jones
5 (Sept 13)	10	Digestion I	Martin
	11	Digestion II	Martin
	12	Digestion III	Martin
6 (Sept 20)	13	Digestion IV	Martin
	14	Blood	Martin
	15	Cardio I	Martin
7 (Sept 27)	Sept 27	Exam #2 (Session 8 – 14)	Martin
	16	Cardio II	
	17	Respiration I	Martin
8 (Oct 11)	18	Respiration II	Martin
	19	Excretion I	Idries
	20	Excretion II	Idries
9 (Oct 18)	Oct 18	Exam #3 (Session 15 - 20)	
	21	Female Reproduction	Martin
	22	Male Reproduction	Martin
10 (Oct 25)		HOLIDAY	
	23	Neuro - Cells	Martin
	24	Central Nervous System	Martin
11 (Nov 1)	25	Periph. Nervous System	Martin
	26	Action Potentials	Martin

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	27	Sensory Systems	Martin
12 (Nov 8)	28	Vision	Martin
		Exam #4 (Sessions 21-29)	(FINAL EXAM PERIOD)

Laboratory Schedule:

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

Lab #	Date	Topic
1	Aug 20	Epithelium histology
2	Aug 27	Connective tissue, cartilage and bone Histology
3	Sept 3	Muscle fatigue and Muscle Histology
4	Sept 10	GI Histology and rat anatomy
5	Sept 17	Rat muscle
6	Sept 24	Laboratory Midterm Exam
7	Oct 1	Respiration and urine analysis
8	Oct 14	Exercise and blood pressure
9	Oct 22	Heart anatomy, rat GI and respiratory system
10	Oct 29	Rat urogenital and circulatory system
11	Nov 5	Equilibrium
12	Nov 12	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 20	2-3 (epithelium, connective tissue)
2	Aug 25	4-5 (cartilage, bone)
3	Sept 1	6-8 (muscle)
4	Sept 8	12-13 (skeleton)
5	Sept 20	14-17 (digestion)
6	Sept 29	18-22 (blood, cardio)
7	Oct 11	23-24 (respiration)
8	Oct 15	25-26 (excretion)
9	Oct 22	29-30 (reproduction)
10	Nov 10	31-39 (neuro, sensory, vision)

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states 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*.

“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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

[\(https://www.sgu.edu/studentmanual/university/general-policies/attendance/\)](https://www.sgu.edu/studentmanual/university/general-policies/attendance/)

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” *[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/)*

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”

[\(https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/\)](https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/)

Assignment Submission Procedure:

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.

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.

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*.



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 215, Biology & Diversity of Life
Number of Credits: 3
Days and Times: Tuesdays and Thursdays 4pm to 5:15pm
Semester and Year: Fall 2021
Classroom Location: Marine Station
Pre-requisite(s): Nil

Course Lecturer Name(s): Roxanne Graham

Course Director Name: Same as above

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

Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Mondays & Wednesdays: 9:30am – 11:00am

Tuesdays & Thursdays: 1:00pm – 2:30pm

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.

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. 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.

Student Learning Outcomes:

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

Program Outcomes Met By This Course:**Biology Program Outcomes Met by This Course:**

BIOL – PO- 2 Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.

BIOL – PO- 5 Demonstrate effective communication of scientific knowledge.

BIOL – PO- 6 Demonstrate problem solving and critical thinking skills

Marine, Wildlife and Conservation Biology Program Outcomes Met by This Course:

MWC – PO- 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

MWC – PO- 2 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 – PO- 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:

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 = 64.4% or less

Course Materials:

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

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

Supplementary Readings/Resources: May be assigned

Course Grading Requirement:

Quizzes (3 @ 25% each)	75%
1 Written Assessment	15%
Field Trip	10%

Course Requirements:

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

Written Assessment: 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 in Week 9. 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.

Field Trip: Students are expected to attend and briefly report on a field trip to a local farm where they will learn about the various problems associated with the effects of climate change on small holder farmers and on the environment.

Course Schedule:

[Click or tap here to enter text.](#)

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BIOL 215: 2021 Fall Lecture Schedule				
Note: Schedule is subject to change				
Week	Date	T: Lecture 1	Date	Th: Lecture 2
1	17-Aug	Welcome, Intros, Course Syllabus Review	19-Aug	Biology & the Scientific Method (Chapter 1)
2	24-Aug	Introduction to Cells (Chapter 4)	26-Aug	Cell Division: Mitosis (Chapter 8)
3	31-Aug	Cell Division: Mitosis (Chapter 8) [Modeling]	02-Sep	Cell Division: Meiosis (Chapter 8)
4	07-Sep	Cell Division: Meiosis (Chapter 8) [Modeling]	09-Sep	QUIZ 1: Chapters 1, 4, 8
5	14-Sep	Patterns of Inheritance- Part 1 (Chapter 9)	16-Sep	Patterns of Inheritance - Part 2 (Chapter 9)
6	21-Sep	<i>Patterns of Inheritance Practice Activity</i>	23-Sep	DNA-Heredity- Part 1 (Chapter 10)
7	28-Sep	DNA-Heredity-Part 2 (Chapter 10)	30-Sep	TBD/Catch-up
8	05-Oct	Midterm Week (Note: No Midterm Examination for BIOL215)		
9	12-Oct	Gene Expression & Regulation (Chapter 11)	14-Oct	<i>Fun Interactive Tutorials: Genes to Proteins</i>
10	19-Oct	Introduction to Evolution: Principles & How Populations Evolve (Chapter 13 & 14)	21-Oct	Film: Adaptations and Evolution
11	26-Oct	QUIZ 2: Chapters 9, 10, 11, 13,14	28-Oct	Diversity of Life (Chapter 16)
12	02-Nov	Population Growth and Ecology (Chapter 27)	04-Nov	Film: Overpopulation
13	09-Nov	Ecological Community Interactions (Chapter 28)	11-Nov	Climate Influence on the Earth's Diverse Ecosystems (Chapter 30)
SATURDAY 13TH APRIL: FIELD TRIP				
14	16-Nov	Conserving Earth's Biodiversity and Sustainability (Chapter 31)	18-Nov	No Class
15	23-Nov	QUIZ 3: Chapters 16, 27, 28, 30, 31	25-Nov	Case Study Research Paper Due!
16	30-Nov	Finals Week (Note: No Final Examination for BIOL215)		

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

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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”

[\(https://www.sgu.edu/studentmanual/university/general-policies/attendance/\)](https://www.sgu.edu/studentmanual/university/general-policies/attendance/)

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” [\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/)

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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

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eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations”
[\(https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/\)](https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/).

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 the following format- [Last name] [First name] [BIOL220] [Assignment Name]

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 meeting appointments, professional behavior is expected. Always have writing material handy to take notes.

Policy/Procedure Related to the Department:

N/A

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Course Objectives:

1. Relate the general principles of ecology to terrestrial plant and animal conservation and management.
2. Identify the flora and fauna found on the island of Grenada, linking the geographical and ecological factors affecting their presence.
3. Identify species, characteristics, habitat requirements and life cycles of birds, reptiles, amphibians, and mammalian wildlife species.

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 = 64.4% 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 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.

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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, field trips, and class activities. *Note: Exams may consist of multiple choice, true or false, short answer, matching, and/or fill-in-the-blank questions.*

Wildlife Species Presentations (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 (2) 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 (2) 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.*

Reading Assignment Discussions (5% of grade): Discussions will revolve around two (2) readings assignments. Students will be expected to fully participate in the discussions. Failure to participate will result in a loss of points. *Note: Failure to attend class is the most common way to lose points!*

4 Exams:	50% (12.5% each)
2 Presentations	30% (15% each)
2 Field Trip Summaries	15% (7.5% each)
2 Reading Assignments Discussions	5% (2.5% each)

Course Requirements:

n/a

Course Schedule:

See below

BIOL 217: 2021 Fall Schedule <i>Note: Schedule is subject to change</i>		
Week	T: Lecture 1	Th: Lecture 2
16-20 Aug	01 Introductions, Syllabus Review, and Presentation Guidelines Lecturer: Paula Spiniello	Biodiversity 1 Lecturer: Paula Spiniello

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23-27 Aug	02	Biodiversity 2 Lecturer: Paula Spiniello	Classification of Organisms Lecturer: Paula Spiniello
30 Aug – 3 Sep	03	Habitats I Lecturer: Paula Spiniello	Habitats II Lecturer: Paula Spiniello
4 Sep - Saturday	FIELD TRIP HABITAT		
6-10 Sep	04	Reading Assignment Discussion DUE DATE Field Trip Summary Lecturer: Paula Spiniello	EXAM 1
13-17 Sep	05	Amphibian and Reptile Students Presentations Evaluator: Roxanne Graham	Amphibian Lecture I Lecturer: Roxanne Graham
20-24 Sep	06	Amphibian Lecture II Lecturer: Roxanne Graham	Reptile Lecture I Lecturer: Roxanne Graham
27 Sep – 1 Oct	07	Reptile Lecture II Lecturer: Roxanne Graham	EXAM 2
4-8 Oct	08	Midterm Exams Week (no class)	
11-15 Oct	09	Mammals Students Presentations Evaluator: Paula Spiniello	Mammals Lecture I Lecturer: Paula Spiniello
18-22 Oct	10	Mammals Lecture II Lecturer: Paula Spiniello	Impact of Humans I Lecturer: Paula Spiniello
25-29 Oct	11	Impacts of Humans II Lecturer: Paula Spiniello	EXAM 3
1-5 Nov	12	Bird Students Presentations Evaluators: Patricia Rosa	Bird Students Presentations Evaluator: Patricia Rosa
8-12 Nov	13	Bird Students Presentations Evaluator: Patricia Rosa	Bird Lecture I Lecturer: Patricia Rosa
15-19 Nov	14	Bird Lecture II Lecturer: Patricia Rosa	Reading Assignment Discussion Lecturer: Patricia Rosa
20 Nov Saturday	FIELD TRIP BIRDS		
22-26 Nov	15	Catch up day or review DUE DATE Field Trip Summary Lecturer: Patricia Rosa	EXAM 4
29 Nov – 3 Dec	16	Final Exams Week (no 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”
(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Makeup examinations or presentations will only be allowed with PRIOR approval from the lecturer. Students unable to attend exams or present their topics on the scheduled day must

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complete an online Medical Excuse form. Medical excuses will be based on self-reporting by students. Field trip summaries must be submitted on time. There will be a 20% discount on the field trip summary grade for every day of delayed submission.

Classroom/Online Etiquette Procedure:

It is expected that you will:

- Punctually attend all lectures and field trips
- Participate actively in in-class discussions
- Read assigned material
- Monitor your own progress in fulfilling learning objectives
- When you enter on the zoom class, please turn off your camera and your microphone and have it off until you address the class.
- Please keep individual chat to a minimum.

Policy/Procedure Related to the Department:

At the discretion of the Course Director

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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;
Labs on Fridays 1:30pm -3:20pm
Semester and Year: Fall 2021
Classroom Location: WH - B 1 B & Sci Lab - North (Labs)
Pre-requisite(s): Nil

Course Lecturer Name(s): Roxanne Graham
Course Director Name: Same as above

Course Lecturer(s) Contact Information: 473-444-4175 ext. 3254, rgraham2@sgu.edu
Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Mondays & Wednesdays: 9:30am – 11:00am
Tuesdays & Thursdays: 1:00pm – 2:30pm

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.

Student Learning Outcomes:

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

Program Outcomes Met By This Course:**Biology Program Outcomes Met by This Course**

BIOL – PO- 2 Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular, and organismal levels.

BIOL – PO- 3 Apply knowledge of the structure and function of the human body to health issues.

BIOL – PO- 4 Apply knowledge of the interaction of atoms, molecules and biochemical processes that define organic and inorganic matter.

BIOL – PO- 5 Demonstrate effective communication of scientific knowledge.

BIOL – PO- 6 Demonstrate problem solving and critical thinking skills

Marine, Wildlife and Conservation Biology Program Outcomes Met by This Course:

MWC – PO-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

MWC – PO- 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:

- 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%

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F = 64.4% 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: Ninth 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. 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%
Laboratory Activities	10%

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, true or false questions, fill-in-the-blank questions and on very rare occasions short answer.

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, true or false questions, and fill-in-the-blank questions.

Laboratory Activities: The lab is an integral component of this course and is designed to complement and reinforce the course material. Lab assignments may include experimental design and reports, seminar presentations, interactive tutorials, problem solving assessments and video labs. There are two (2) lab reports which are worth 2.5% each and seminar presentations are worth 5%. Other lab activities are participatory, and information can be included in quizzes/exams.

Course Schedule:

[Click or tap here to enter text.](#)

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BIOL 220: 2021 Fall Lecture Schedule

Format of entries below-- Lecture number: topic, (textbook chapters in parentheses)

Note: Schedule is subject to change

Week	Date	Monday	Date	Wednesday
1	16-Aug	01: Welcome, Intros, Course Syllabus Review	18-Aug	02:atoms (2) & Water (3)
2	23-Aug	03:organic compounds (4)	25-Aug	04:organic compounds (4)
3	30-Aug	05:the cell (6)	01-Sep	06:plasma membranes (7)
4	06-Sep	QUIZ 1 (Lectures 01- 06)	08-Sep	07: cell signaling (11)
5	13-Sep	08:energy and metabolism (8-10)	15-Sep	09: harvesting energy (8-10)
6	20-Sep	QUIZ 2 (Lectures 07- 09)	22-Sep	10: the cell cycle (12); & mitosis (13)
7	27-Sep	11:meiosis (13)	29-Sep	REVIEW SESSION
8	04-Oct	Midterm Week		
9	11-Oct	12:Genetics I & II (13-21)	13-Oct	13:Genetics III & IV (13-21)
10	18-Oct	14:Genetics V (13-21)	20-Oct	QUIZ 3 (Lectures 12 - 14)
11	25-Oct	HOLIDAY- Grenada's Thanksgiving	27-Oct	15: DNA - History (16)
12	01-Nov	16:DNA- Process of Replication (16)	03-Nov	17:Genes to Proteins (17)
13	08-Nov	18:Viruses (19)	10-Nov	QUIZ 4 (Lectures 15- 18)
14	15-Nov	20:Evolution I&II (22-23)	17-Nov	21: Evolution III (24)
15	22-Nov	22:Evolution IV (24)	24-Nov	REVIEW SESSION
16	29-Nov	Finals Week		

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BIOL 220- Fall 2021 Lab Schedule (Tentative)		
Week	Date	Lab Activity
1	20 Aug	No Lab
2	27 Aug	Organic Compounds Review
3	03 Sep	Interactive Tutorial - The cell
4	10 Sep	No Lab
5	17 Sep	Cell Signaling Practice
6	24 Sep	Harvesting Energy/Cellular Respiration- The Yeast Experiment (Report Graded)
7	01 Oct	Modeling Mitosis & Meiosis
8	08 Oct	Midterm Exams Week
9	15 Oct	Genetics- Practice Worksheet
10	22 Oct	Seminar Presentations (Graded)
11	29 Oct	Seminar Presentations (Graded)
12	05 Nov	DNA Extraction Experiment (Report Graded)
13	12 Nov	Film: Viruses
14	19 Nov	Seminar Presentations (Graded)
15	26 Nov	No Lab
16	03 Dec	Final Exams Week

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Attendance Policy:

Attendance Requirement

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

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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 the following format- [Last name] [First name] [BIOL220] [Assignment Name]

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 meeting appointments, professional behavior is expected. Always have writing material handy to take notes.

Policy/Procedure Related to the Department:

N/A

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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: KBTH - East
Pre-requisite(s): BIOL220

Course Lecturer Name(s): Cristofre Martin, Kwami Jones, Mohamed Idries
Course Director Name: Cristofre Martin/Kwami Jones (laboratory)

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

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.

Student Learning Outcomes:

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.

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

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

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*.

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 16)		Introduction	Martin/Jones
	1	Epithelium	Jones
	2	Connective Tissue	Jones
2 (Aug 23)	3	Cartilage	Jones
	4	Bone	Jones
	5	Muscle Histology	Jones
3 (Aug 30)	6	Muscle Physiology	Martin
	7	Muscle Fatigue	Idries
4 (Sept 6)	Sept 6	Exam #1 (Session 1-7)	Martin
	8	Axial Skeleton	Jones
	9	Skeleton and Joints	Jones
5 (Sept 13)	10	Digestion I	Martin
	11	Digestion II	Martin
	12	Digestion III	Martin
6 (Sept 20)	13	Digestion IV	Martin
	14	Blood	Martin
	15	Cardio I	Martin
7 (Sept 27)	Sept 27	Exam #2 (Session 8 – 14)	Martin
	16	Cardio II	
	17	Respiration I	Martin
8 (Oct 11)	18	Respiration II	Martin
	19	Excretion I	Idries
	20	Excretion II	Idries
9 (Oct 18)	Oct 18	Exam #3 (Session 15 - 20)	
	21	Female Reproduction	Martin
	22	Male Reproduction	Martin

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10 (Oct 25)		HOLIDAY	
	23	Neuro - Cells	Martin
	24	Central Nervous System	Martin
11 (Nov 1)	25	Periph. Nervous System	Martin
	26	Action Potentials	Martin
	27	Sensory Systems	Martin
12 (Nov 8)	28	Vision	Martin
		Exam #4 (Sessions 21-29)	(FINAL EXAM PERIOD)

Laboratory Schedule:

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

Lab #	Date	Topic
1	Aug 20	Epithelium histology
2	Aug 27	Connective tissue, cartilage and bone Histology
3	Sept 3	Muscle fatigue and Muscle Histology
4	Sept 10	GI Histology and rat anatomy
5	Sept 17	Rat muscle
6	Sept 24	Laboratory Midterm Exam
7	Oct 1	Respiration and urine analysis
8	Oct 14	Exercise and blood pressure
9	Oct 22	Heart anatomy, rat GI and respiratory system
10	Oct 29	Rat urogenital and circulatory system
11	Nov 5	Equilibrium
12	Nov 12	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 20	2-3 (epithelium, connective tissue)
2	Aug 25	4-5 (cartilage, bone)
3	Sept 1	6-8 (muscle)
4	Sept 8	12-13 (skeleton)
5	Sept 20	14-17 (digestion)
6	Sept 29	18-22 (blood, cardio)

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7	Oct 11	23-24 (respiration)
8	Oct 15	25-26 (excretion)
9	Oct 22	29-30 (reproduction)
10	Nov 10	31-39 (neuro, sensory, vision)

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Attendance Policy:

Attendance Requirement

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(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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Assignment Submission Procedure:

Click or tap here to enter text.

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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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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 300 – International Natural Resources Issues
Number of Credits: 3
Days and Times: Monday & Wednesday 1:00-2:15PM
Semester and Year: Fall 2021
Classroom Location: LH - D 1 B
Pre-requisite(s): BIOL 220 – General Biology

Course Lecturer Name(s): Patricia Rosa
Course Director Name: Patricia Rosa

Course Lecturer(s) Contact Information: prosa@sgu.edu, ext. 3652
Course Director Contact Information: prosa@sgu.edu, ext. 3652

Course Lecturer(s) Office Hours: Monday & Wednesday 9AM–12PM
Course Director Office Hours: Monday & Wednesday 9AM–12PM

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

Course Support: Akima Ventour, aventou2@sgu.edu, 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 international natural resource and environmental issues course. Students in this course will be investigating historic and current natural resource issues within the Caribbean region and across the globe. Students will explore the philosophical, ecological, cultural, recreational, educational, and economic values that affect human perceptions of these complex issues through a series of required readings, in-class discussions and guest and student presentations. Guest speakers will be invited to share their views on particular natural resource issues and to answer questions on these issues from students. Students will also be exposed to Caribbean as well as international environmental legislation, policy and law. Course will emphasize hands-on classroom and field activities.

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Course Objectives:

1. Assess current international natural resource issues, and environmental policy, legislation, and law.
2. Demonstrate the ability to assess selected international natural resource issues from multiple perspectives (philosophical, ecological, economic, educational, cultural, and recreational).
3. Utilize appropriate primary and secondary sources of data when developing and defending an argument.
4. Form defensible judgments based on critical assessment of conflicting evidence and arguments.
5. Demonstrate proficiency in written and oral scientific communication.

Student Learning Outcomes:

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

Technical Skills Outcomes:

N/A

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-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: Required papers for topic presentations will be made available on Sakai

Supplementary Readings/Resources: N/A

Course Grading Requirement:

- Topic presentation: 20%
- Position paper: 20%
- Debate mediation: 10%
- Debate preparation: 20%
- Debate and talk participation: 30%

Course Requirements:

See Policy Information section below.

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Course Schedule:

Week		
1	Aug 16 Aug 18	Lecture: Syllabus overview & topic assignment Lecture: Leading a discussion & debate
2	Aug 23 Aug 25	Lecture: Environmental philosophy Lecture: Environmental ethics & simulation issue (in-class exercise)
3	Aug 30 Sept 1	Presentations: Is “sustainability” still possible? Debate: Is sustainability still possible?
4	Sept 6 Sept 8	Presentations: Is biodiversity overprotected? Debate: Is biodiversity overprotected?
5	Sept 13 Sept 15	Presentations: Should we be pricing ecosystem services? Debate: Should we be pricing ecosystem services?
6	Sept 20 Sept 22	Presentations: Does excessive ESA litigation threaten species, jobs, and economic growth? Debate: Does excessive ESA litigation threaten species, jobs, and economic growth?
7	Sept 27 Sept 29	Presentations: Can we reduce carbon emissions enough to limit impacts of climate change? Debate: Can we reduce carbon emissions enough to limit impacts of climate change?
8	Oct 4 – 8: MIDTERM WEEK: Topic paper due.	
9	Oct 11 Oct 13	Lecture: Managing conflict in NRM Lecture: Analyzing conflict in NRM
10	Oct 18 Oct 20	Presentations: Should we continue to rely on fossil fuels? Debate: Should we continue to rely on fossil fuels?
11	Oct 25 Oct 27	HOLIDAY Presentations: Do we have a population problem?
12	Nov 1 Nov 3	Debate: Do we have a population problem? Presentations: Does commercial fishing have a future?
13	Nov 8 Nov 10	Debate: Does commercial fishing have a future? Presentations: Are Marine Reserves needed to protect global fisheries?
14	Nov 15 Nov 17	Debate: Are Marine Reserves needed to protect global fisheries? Presentations: Can green marketing claims be believed?
15	Nov 22 Nov 24	Debate: Can green marketing claims be believed? Discussion: Where do we go from here (in-class exercise)?
16	Nov 29 – Dec 3: FINAL EXAM WEEK: Topic paper due.	

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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 five (5) calendar days past the due date. Students who do not submit assignments by this time will receive a zero (0) for the assignment.

Classroom/Online Etiquette Procedure:

Students are expected to arrive or sign-on on time and be prepared. Sessions begin promptly at the indicated time. Students are also expected to be respectful and courteous to their colleagues and instructor, particularly during in-class debates and discussion. The instructor reserves the right to prevent a student from participating if they do not respect classroom etiquette, which may result in missed opportunities to earn percent of grade.

Policy/Procedure Related to the Department:

See the St. George's University Student Manual (2019/2020).

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Department of Anatomy, physiology and Pharmacology Academic program

Current syllabus

- **Note that due to the new approach in the dispensation of this course the course director reserve the right to adjust this syllabus at any given time if it may become necessary. In these instances, class will be informed of adjustments/changes in a timely manner so that students are not adversely affected.**

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 2021

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

Classroom Location: Onsite (Veterinary faculty/St. Georges University & Online (Virtual classes)

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 of both onsite and online. Thus, the course involves didactic classroom lectures on site and virtual lectures through Zoom sessions on Sakai. The laboratory sessions will be achieved through onsite laboratory demonstrations and virtual images

that can be accessed on a specific website i.e., <http://vanat.cvm.umn.edu>, plus 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 images and onsite lectures plus laboratory sessions that corroborates the following topics and are as follows:

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

On site/online lectures material in the power point format and corresponding audio versions of zoom sessions will be made available on Sakai under the resource segment of the biomedical anatomy course.

The lectures will be available according to the objectives of the respective topics that are 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 by your given online site and your onsite laboratory demonstratory sessions. In reference to the histology segment, students will also be asked to identify structures according to what was learnt virtually and in the onsite lecture and laboratory sessions according to related 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	3	30
Quiz 2: Lab and lecture	6	30
Midterm Exam: Lab and lecture	8	60
Quiz 3: Lecture	TBA	30-TENTATIVE
Quiz 4: Lab and lecture	TBA	30-TENTATIVE
Final Exam: Lab and lecture	TBA	60-TENTATIVE
Gran total		240

Laboratory guide:

Click or tap here to enter text.

Please read the following information:

- **Carnivore/dog virtual and demonstrative lab sessions (15 labs):**
- **Please note that all contents for the carnivore virtual lab 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 learning 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 in accordance with 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 extrinsic muscles
- Lab 2- Ventral Neck muscles and remaining extrinsic muscles of the thoracic limb
- Lab 3- Thoracic Limb intrinsic muscles: Scapula and Brachium
- Lab 4- Thoracic limb intrinsic muscles: Antebrachium and Manus
- Lab 5- Pelvic Limb Muscles: Rump and Thigh
- Lab 6- Pelvic Limb Muscles: Caudal Hip, Cranial Thigh, 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 right lungs with respect to lobes?)
- Lab 12- Autonomic Nerves and Heart
- Lab 15- Abdominal Wall and Inguinal 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 the scapula of the horse 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:

-Note 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 of the heart.

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

School of Medicine

Course Code and Title: BIOL320 Genetics

Semester and Year: Fall 2021

No. of Credits: 3

Pre-requisite(s): General Biology and General Chemistry

Classroom Location: The Bourne Center- Bourne Lecture Hall (BLH)

Live Lecture Day and Time: Tuesdays 4:00-5:15 pm (Live, Live streamed and recorded)

Themed Review Sessions: Weekly which will be recorded and published in the review session folder.

NOTE- Alternative Review Sessions: To be determined based on request made to the course director by students assigned to the alternative group.

Course Director: Dr. Shellon Thomas

Course Lecturers: Dr. Mary Maj
Dr. Shellon Thomas
Dr. Sharmila Upadhyia
Dr. Cris Martin
Dr. Felicia Ikolo

Content Review: Atoum Abdullah

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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:

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)
1.25%	Module 1 iMCQ 1 (must get minimum of 50% correct for credit)
1.25%	Module 2 iMCQ 2 (must get minimum of 50% correct for credit)
1.25%	Module 3 iMCQ 3 (must get minimum of 50% correct for credit)
1.25%	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

Exam #1 covers: 100% Lecture and DLA content from Module 1

Exam #2 covers: 95% Lecture and DLA content from Module 2
5% from Module 1

Exam #3 covers: 95% Lecture and DLA content from Module 3
5% from Module 2

Exam #4 covers: 95% Lecture and DLA content from Module 4
5% from Module 3

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 join the session on time. The lowest score of 4 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.

Zoom Classroom Etiquette

1. The sound on cell phones and computers must be switched off during lecture time.
2. Speaking during the lecture session with your microphone on is very disruptive to students and lecturers alike. Please be respectful.
3. Mute your microphone when not speaking to the class

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 register for an individually assigned Turning Point account and download the TurningPoint App to your smart phone for use in every class session and iMCQ session. It is the student’s responsibility to make sure that the clicker/App is registered and in good working order. A student caught in possession of clickers/App 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. Suspicious movements will be investigated and may lead to a "Zero" grade for the exam and will be reported to the Dean of Students office. If a violation of the University code of conduct has been made, a penalty may be imposed, up to and including dismissal from the University.

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.

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*.

Lecture Objectives

1.1 Recorded DLA: History of Genetics

- A. 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
- B. Discuss how genetics has progressed from Mendel to DNA in Less Than a Century
- C. Recall how humans began to understand that traits and diseases are passed from parent to offspring
- D. Know the definition of genetic terms presented in this lecture
- E. Understand the basic structure and function of DNA, RNA and Proteins

1.2 Live: Introduction and Mitosis

- 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 must log in on time for class, 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. Compare the structure of eukaryotic vs. prokaryotic cells and describe how this is linked to genetic function
- F. Describe why chromosomes exist in Homologous pairs in Diploid organisms
- G. Describe the different cell cycle stages for both interphase and mitosis
- H. Compare the different structures of DNA during the cell cycle stages
- I. Describe the structure of chromosomes in metaphase based on the position of the centromere
- J. Know the meaning of the chromosome number and the DNA content (e.g. n & c versus $2n$ & $2c$ versus $2n$ & $4c$)

1.3 Recorded: 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

1.4 Recorded: Mendelian Genetics I *You must watch the recorded DLAs before attending the Live Lecture*

1.5 Recorded: Mendelian Genetics II *You must watch the recorded DLAs before attending the Live Lecture*

1.6 Live: 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.

1.7 Recorded: Chromosome Mapping in Eukaryotes

- 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

1.8 Module 1 iMCQ: Questions will come from both live lectures and recorded sessions (DLAs) of Module 1

2.1 Live: Sex Determination and the 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, XYY
- 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

2.2 Recorded: CRISPR and the SRY Gene

- A. Define bacteriophage and CRISPR and nuclease
- B. Understand the CRISPR locus and define “spacer region” and “repeat region”
- C. Describe CRISPR Cas editing method
- D. Know the difference between **Electroporation, Microinjection and Lipid Nanoparticles**
- E. Describe What is special about Cosmo the calf

2.3 Recorded: Variations in Chromosome Number

- 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

2.4 Recorded: Variations in Chromosome Arrangement

- 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

2.5 Live: 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

2.6 Recorded: 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

2.7 Module 2 iMCQ: Questions will come from both live lectures and recorded sessions (DLAs) of Module 2

3.1 Live: 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.

3.2 Recorded: 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 DNA is organized into chromatin in eukaryotes.
- D. Explain how chromosome banding differentiates regions along the mitotic chromosome.
- E. Distinguish sequence organization characterized by repetitive DNA in eukaryotes.
- F. Explain how the vast majority of a eukaryotic genome does not encode functional genes.

3.3 Recorded: Transcription

- G. Understand the flow of genetic information from DNA to Protein
- H. Compare and contrast DNA synthesis to RNA synthesis
- I. Compare the differences between prokaryotic and eukaryotic
- J. List the most common types of RNA
- K. List the enzymes that synthesize prokaryotic and eukaryotic mRNA
- L. Differentiate between the template and non-template strands of DNA (know all the different terms to describe the same)
- M. Describe the three stages of RNA synthesis, Initiation, elongation and termination
- N. Discuss the importance of the various consensus sequences described
- O. Describe the importance post-transcriptional modifications of eukaryotic mRNA
- P. List the importance of post-transcriptional modifications
- Q. Outline key differences between prokaryotic and eukaryotic Termination of Transcription
- R. 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

3.4 Recorded: Translation

- I. Describe Codon and use of the Genetic Code Dictionary
- J. Describe Open Reading Frame
- K. Describe the structure of tRNA
 - Importance of secondary structure, site of amino acid attachment, anticodon
- L. 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
- M. Understand the wobble hypothesis and why some amino acids have many codons
- N. Know the "S" sizes of prokaryotic and eukaryotic ribosomes and the large and small subunit (not all the rRNA sizes)
- O. Remember that ribosomes made of both protein and rRNA
- P. 3 major differences between prokaryotic and eukaryotic translation
- Q. Describe what binds at the E, P and A sites of a ribosome
- R. Identify when the peptide bond is formed in a protein that is being synthesized
- S. Outline the steps of peptide synthesis
 - From initiation to release of the polypeptide

3.5 Live: 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

3.6 Recorded: 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

3.7 Module 3 iMCQ: Questions will come from both live lectures and recorded sessions (DLAs) of Module 3

4.1 Live: 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

4.2 Recorded: 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 Wolperts 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.

4.3 Recorded: Cancer Genetics I

4.4 Live: Cancer Genetics 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

4.5 Recorded: 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

4.6 Recorded: 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

4.7 Recorded: 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

4.8 Recorded: 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

4.9 Module 4 iMCQ: Questions will come from both live lectures and recorded sessions (DLAs) of Module 4



St George's University

School of Medicine

Course Code, Title and Number of Credits: BIOL 321 Molecular Biology 3 Credits

Days and Times: Lectures at 8:30 a.m. on Tuesdays. Review as stated in schedule.

Semester and Year: Fall, 2021

Pre-requisite(s): Genetics (BIOL 320), Biochemistry (CHEM 450)

Classroom Location: Lectures will be live at Bourne Lecture Hall, live-streamed & recorded. DLA videos/notes posted on Sakai.

Course Director's name: Dr. Felicia Ikolo

Course Lecturer Name(s): Dr. Felicia Ikolo
Dr. Mary Maj
Mrs Kafi James-Lewis
Mr. Teddy Ikolo

Course Director's Contact Information: X3425 fikolo@sgu.edu

Course Lecturer(s) Contact Information: X3169 mmaj@sgu.edu
X3867 kjames@sgu.edu
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Course Director's Office Hours: 9 a.m. to 10 a.m.. on Fridays 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.

You May find the following textbooks in the library.

1. T.A. Brown 2017. **Genomes 4. Garland Science.**

This textbook is currently available in the library for one week loan and 3 are held on reserve. Page numbers are included on the lecture schedule.

2. Klug, Cummings, Spencer and Palladino 2015, **Concepts of Genetics**, 11th Edition, Pearson Education Inc.

This textbook is currently available in the library for one week loan and 3 are held on reserve. Page numbers are included on the lecture schedule.

3. Alberts, Johnson *et al.* 2014, **Molecular Biology of the Cell**, 6th Edition, Garland Science. Three copies are under reserve. Page numbers are included on the lecture schedule.

Important pages and chapters to accompany the lectures can be found in the lecture schedule.

Supplementary Readings/Resources: as posted on Sakai. Optional SL sessions are available through DES.

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 DLA11-12)
Final Exam/Exam 4:	covers 10% sessions 14 - 19, plus 90% sessions 20 – 24 (L10-12, plus DLA11-12)

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.**

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 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) - Lectures @ 8:30 a.m. on Tuesdays (Live, live-streamed & recorded)									
DATE (Fall, 2021)	Session	Activity	Topic	Instructor	Weekly Practice Quiz	Review & IR Time	Textbook	Chapter	
Week 1	Aug 17	1	L1	Introduction to Molecular Biology	Ikolo, F.		Review @ 8:30 PM	Genomes 4	
	Aug 17	2	DLA1	DNA structure and topology	Ikolo, F.			Genomes 4	1.1, 7.1, 7.2 & 10
	Aug 19	3	DLA2	DNA replication	Ikolo, F.	1	Review @ 8:30 AM	Genomes 4	2.1 & 15
Week 2	Aug 24	4	L2	Transcription	Maj, M.		IR @ 8:30 PM	Genomes 4	1.2 & 12.2
	Aug 26	5	DLA3	RNA processing	Ikolo, F.	2	IR @ 8:30 AM	Genomes 4	12.4
Week 3	Aug 31	6	L3	Translation	Ikolo, F.		Review @ 8:30 PM	Genomes 4	1.3, 13.3 & 13.4
	Sep 2	7	DLA4	Regulation of gene expression in Prokaryotes	Maj, M.	3	Review @ 8:30 AM	Genomes 4	11, 12.2 & 15
	Sep 2 - 4	Online Quiz 1							
Week 4	Sep 6 - 10	Exam 1			Date & time TBA				
Week 5	Sep 14	8	L4	Regulation of gene expression in eukaryotes	Maj, M.		Review @ 8:30 PM	Genomes 4	10.2, 10.3, 12.2, 15.4 & 15.5
	Sep 16	9	DLA5	Translational regulation	Maj, M.	4	Review @ 8:30 AM	Genomes 4	13.4
Week 6	Sep 21	10	L5	Antisense, siRNA, and microRNA	Ikolo, F.		IR @ 8:30 PM	Genomes 4	12.3
	Sep 23	11	DLA6	Restriction endonucleases and Plasmid DNA	Ikolo, F.	5	IR @ 8:30 AM	Genomes 4	2.1 & 3.1
Week 7	Sep 28	12	L6	Cloning, screening & genomic libraries	Ikolo, F.		Review @ 8:30 PM	Genomes 4	2.3
	Sept 30	13	DLA7	PCR, RT-PCR and Real time PCR	Ikolo, F.	6	Review @ 8:30 AM	Genomes 4	2.2
	Sep 30 - Oct 2	Online Quiz 2							
Week 8	Oct 4 - 8	Midterm Exam/Exam 2			Date & time TBA				
Week 9	Oct 12	14	L7	Genomics	K James-Lewis		IR @ 8:30 PM	Genomes 4	4
	Oct 14	15	DLA8	Transcriptomics	Ikolo, F.	7	IR @ 8:30 AM	Genomes 4	12.1 & 12.5
Week 10	Oct 19	16	L8	Proteomics	Ikolo, F.		Review @ 8:30 PM	Genomes 4	13.1 & 13.2
	Oct 21	17	DLA9	Bioinformatics	Ikolo, B.	8	Review @ 8:30 AM	CIG	21
Week 11	Oct 26	18	L9	Transgenic Animals	Ikolo, B.		Review @ 8:30 PM	CIG	22
	Oct 28	19	DLA10	Transgenic Plants	Ikolo, B.	9	Review @ 8:30 AM	CIG	22
	Oct 28 - 30	Online Quiz 3							
Week 12	Nov 1 - 5	Exam 3			Date & time TBA				
Week 13	Nov 9	20	L10	Molecular Medicine/Forensics	Ikolo, F.		IR @ 8:30 PM	CIG	22
	Nov 11	21	DLA11	Gene Therapy	Ikolo, F.	10	IR @ 8:30 AM	CIG	22
Week 14	Nov 16	22	L11	Cell Cycle Regulation and Cancer	Ikolo, F.		Review @ 8:30 PM	MBC	17
	Nov 18	23	DLA12	Mechanism of Stem Cell Self-Renewal & Cancer	Ikolo, F.	11	Review @ 8:30 AM	MBC	20
Week 15	Nov 23	24	L12	Apoptosis	Ikolo, F.	12	Review @ 8:30 PM	MBC	18
	Nov 25	25		Review	Ikolo, F.		Review @ 8:30 AM		
	Nov 25 - 27	Online Quiz 4							
Week 16	Nov 29 - Dec 3	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 lecture, live-streamed and recorded. Weekly practice quiz = timed, practice quiz available on Sakai for ONLY 48 hours from date shown in schedule
IR = Independent Review - students do independent (personal) review, Review = Discussion and question time with students and professor.



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, 2021

Pre-requisite(s): Biochemistry (CHEM 450), Biochemistry laboratory (CHEM 451) and Genetics (BIOL 320).

Co-requisite: Molecular Biology (BIOL 321).

Classroom Location: Live, live-streamed and recorded.

Times and Day: Pre-lab sessions at 2.30 p.m. on Thursdays and wet labs at 11.30 a.m. of Tuesdays

Course Director: Dr. Felicia Ikolo

Course Lecturer Name(s): Ms Candice Benjamin, Mrs Kafi James-Lewis, Ms Reeba Lewis, Mr Kwami Jones, Mr Teddy Ikolo, Mr Tobias Clement and Dr Felicia Ikolo.

Course Director's Contact Information: X3425 fikolo@sgu.edu

Course Lecturer(s) Contact Information: X3811 tclement@sgu.edu

X3821 tikolo@sgu.edu

X3176 kjones@sgu.edu

X - - - rlewis5@sgu.edu

X3867 kjames@sgu.edu

X3766 cbenjam1@sgu.edu

Course Director's Office Hours: 9.00 a.m. - 10.00 a.m. on Fridays or by appointment at other times.

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 Sakai quizzes).	2%
Online Quiz 1 (Labs 1 – 4) = 2 points	2%
Lab Exam 1 (Labs 1 - 4) = 32 points	32%
Take Home Assignments (Labs 5 & 8) @ 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 as determined by admin.
- ❖ 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!**

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 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: Completion of online Sakai practice quizzes (professionalism activities 1 to 9) is mandatory and will serve as proof of participation 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

Safety considerations during physical presence and activity in any molecular biology laboratory:

- 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.
- 2) Shoes must have closed toes and heels, NO SLIPPERS, NO FLIP-FLOPS, NO SANDLES. You may be asked to leave if you are not dressed properly to conduct an experiment.
- 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.
- 12) WHEN IN DOUBT ABOUT ANYTHING – ASK YOUR INSTRUCTOR.
- 13) REPORT ANY ACCIDENTS IMMEDIATELY TO YOUR INSTRUCTOR.

Online Etiquette

Students of St. Georges University, Molecular Biology BIOL 331, 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 Laboratory (BIOL 331) – Fall, 2021 Schedule - Labs will be live, live-streamed and recorded.

Week	Date	Topic	Prof. Activity	Instructor	Venue	Time	Review by F. Ikolo
1	Aug 17	Introduction to BIOL 331	1	F. Ikolo	BCM Lab	11.30 a.m	
	Aug 19	Pre-Lab #1 - Lecture		C. Benjamin	BLH	2.30 p.m.	
2	Aug 24	Lab #1 - DNA Extraction, Spooling & Quantification	2	C. Benjamin	BCM Lab	11.30 a.m	
	Aug 26	Pre lab #2 - Lecture		T. Clement	BLH	2.30 p.m.	
3	Aug 31	Lab #2 - Transformation of plasmid DNA	3	T. Clement	BCM Lab	11.30 a.m	
	Sep 2	Pre-lab #3 - Lecture		R. Lewis	BLH	2.30 p.m.	Review at 10 p.m.
4	Sep 6-10	Lecture Exam week - No lab					
5	Sep 14	Lab # 3 - Plasmid DNA Extraction and Quantification	4	R. Lewis	BCM Lab	11.30 a.m	
	Sep 16	Pre lab #4 - Lecture		K. James-Lewis	BLH	2.30 p.m.	
6	Sep 21	Lab #4 - Restriction Mapping		K. James-Lewis	BCM Lab	11.30 a.m	
	Sep 23	Lab #4 - Gel loading and electrophoresis	5	K. James-Lewis	BCM Lab	2.30 p.m	Review @ 10 p.m.
7		Lab Online quiz 1 due (24th Sept - 27th Sept)		F. Ikolo			
	Sept 28	Lab Exam 1 (Labs 1-4)		F. Ikolo	TBA	TBA	
8	Oct 4-8	Lecture Mid-term Exam week - No lab					
9	Oct 12	Lab #5 - PCR & Primer Design (assignment due 21st Oct)	6	K. Jones	BCM Lab	11.30 a.m	
	Oct 14	Pre Lab #6 - Lecture		K. Jones	BLH	2.30 p.m.	
10	Oct 19	Lab #6 - VNTR PCR		K. Jones	BCM Lab	11.30 a.m	
	Oct 21	Lab #6 - Gel loading and electrophoresis	7	K. Jones	BCM Lab	2.30 p.m	Review at 10 p.m.
	Oct 22	Lab #7 - Identification of Sickle Cell Gene from Genomic DNA		F. Ikolo	DLA		
11	Oct 26	Lab #7 - Identification of Sickle Cell Gene from Genomic DNA	8	F. Ikolo	BCM Lab	11.30 a.m	
	Oct 28	Lab #8 - Bioinformatics (assignment due on 8th Nov)	9	T. Ikolo	BLH	2.30 P.M.	
12	Nov 1 - 5	Lecture Exam week - No lab					
13	Nov 9	Review at 11.30 a.m.		F. Ikolo	BCM Lab	11.30 a.m.	Review at 10 p.m.
		Lab Online Quiz 2 due (Nov 7- 10)					
	Nov 11	Lab Exam 2 (Final) - Labs 1 -8		F. Ikolo	TBA	TBA	

BLH: Bourne Lecture Hall, BCM lab: Biochemistry Laboratory, DLA: Directed learning activity, TBA: To be announced

Prof. activity: professionalism activity - online practice quiz which will be available on Sakai for only 48 hours from the date shown on schedule.

Review at 10 p.m. will be via zoom and recorded.



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: KBTH - East
Pre-requisite(s): BIOL220

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: By appointment
Course Director Office Hours: By appointment

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.

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*.

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 – 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.

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: 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.

Course Requirements:

Students will be required to:

- (i) be prepared for live class sessions by completing the course vocabulary and course objectives;

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- (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:

[Click or tap here to enter text.](#)

Week	Session:	Topic
1 (Aug 16)		Introduction to the course
	1	Overview of development/Genomic Equivalence/Gene Expression
2 (Aug 23)	2	Origin of primordial germ cells/Spermatogenesis
	3	Oogenesis and oocyte maturation
3 (Aug 30)	4	Fertilization
	5	Cleavage stage: Comparative phylogenetic patterns
4 (Sept 6)	6	Cleavage: Translational control of oocyte messages
	DLA	DLA #1
5 (Sept 13)	Sept 13	Examination #1 (Sessions 1 to 6 including DLA#1)
	7	Gastrulation
6 (Sept 20)	8	Cell determination: Mosaic development
	9	Inductive/Regulative development
7 (Sept 27)	10	Neurulation and neural crest cells
	11	Eye development
	TBA	Examination # 2 (Sessions 7 to 11) (held during midterm week)
8 (Oct 11)	12	Vertebrate limb development
	13	Regeneration
9 (Oct 18)	14	Stem cells
	15	Evo-Devo: Evolution and development
10 (Oct 25)	16	Left/Right Asymmetry
	17	Making of a fly
11 (Nov 1)	Nov 1	Examination #3 (Sessions 12 to 17)
	DLA	DLA #2
12 (Nov 8)	18	Environmental regulation of development
	19	Human Infertility
13 (Nov 15)	20	Elements of Human development
	21	Prenatal Diagnosis (Dr. Mary Maj)
14 (Nov 22)	22	Monsters and mutants: Human birth defects
	TBA	Examination #4 (Session 18-22 including DLA#2)

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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, 2021 at 9:00 am.

Quiz #	Start Date	Sessions
1	Aug 25	1-3
2	Sept 1	4-5
3	Sept 8	6/DLA#1
4	Sept 22	7 - 9
5	Sept 29	10-11
6	Oct 13	12-13
7	Oct 20	14-15
8	Oct 27	16-17
9	Nov 10	18-19/DLA#2
10	Nov 22	20-22

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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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*.

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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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

N/A

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.

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*.



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL400 – Ecological Field Studies
Number of Credits: 4
Days and Times: TBD
Semester and Year: Fall 2021
Classroom Location: TBD
Pre-requisite(s): BIOL 220 – General Biology

Course Lecturer Name(s): Patricia Rosa
Course Director Name: Patricia Rosa

Course Lecturer(s) Contact Information: prosa@sgu.edu, ext. 3652
Course Director Contact Information: prosa@sgu.edu, ext. 3652

Course Lecturer(s) Office Hours: Monday & Wednesday 9AM–12PM
Course Director Office Hours: Monday & Wednesday 9AM–12PM

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

Course Support: Akima Ventour, aventou2@sgu.edu, 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:

Students in research-based course will utilize all of their acquired skills and information gained in previous courses to design, implement, and complete an ecological field research project that is relevant to the nation of Grenada. The single project selected may be marine-based or terrestrial-based, or both. Students will work together in teams of 3–4 to undertake the research necessary for project completion. Students will prepare a scientific poster and a presentation of their research project.

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. Design, implement, and complete an in-depth experimental field research project in marine, wildlife, or conservation biology.
2. Formulate and test hypotheses in the field.
3. Conduct a thorough literature review.
4. Create a “working” database of observations and variables.
5. Select and apply appropriate statistical models to the data, and use graphs and figures to present results.
6. Develop a scientific poster and academic talk for professional meetings.

Student Learning Outcomes:

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

Text: Various peer-review journals, textbooks, and reports relevant to the research topic

Supplementary Readings/Resources: N/A

Course Grading Requirement:

- Annotated bibliography: 10%
- Introduction: 10%
- Methods: 10%
- Data collection & entry: 10%
- Statistical analyses & results: 10%
- Discussion & conclusions: 10%
- Final research paper: 20%
- Oral presentation: 20%

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Course Requirements:

See Policy Information section below.

Course Schedule:

Week	1	Syllabus overview & Research topics Discussion: Research schedule, timeline, and literature review
Week	2	Lecture: Research design Lecture: Hypotheses & preliminary observations Field: Data collection
Week	3	Lecture: Research implementation Lecture: Annotated bibliography
Week	4	Lecture: Introduction Lecture: Literature review Field: Data collection
Week	5	Lecture: Methods Lecture: Data entry
Week	6	Lecture: Data management Lecture: Statistical analyses Field: Data collection
Week	7	Lab: Data analyses Lab: Graphical representation of data
Week	8	MIDTERM WEEK
Week	9	Lecture: Quantitative methods Lecture: Qualitative methods Lab: Running statistical tests
Week	10	Lecture: Discussion Lecture: Conclusions
Week	11	Lecture: Poster presentations Lab: Poster presentations
Week	12	Lecture: Oral presentations Lab: Oral presentations
Week	13	Lab: Poster presentations Lab: Oral presentations
Week	14	Oral presentations
Week	15	Poster presentations
Week	16	FINAL EXAM WEEK

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[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

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.

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 five (5) calendar days past the due date. Students who do not submit assignments by this time will receive a zero (0) for the assignment.

Classroom/Online Etiquette Procedure:

Students are expected to arrive or sign-on on time and be prepared. Sessions begin promptly at the indicated time. Students are also expected to be respectful and courteous to their colleagues and instructor, particularly during in-class discussion. The instructor reserves the right to prevent a student from participating if they do not respect classroom etiquette, which may result in missed opportunities to earn percent of grade.

Policy/Procedure Related to the Department:

See the St. George's University Student Manual (2019/2020).

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*.



St. George's University

Grenada, West Indies

ST. GEORGE'S UNIVERSITY
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF MICROBIOLOGY, IMMUNOLOGY AND PHARMACOLOGY
FALL 2021

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 401 Microbiology

Number of Credits: 4

Days and Times: Online

Live sessions Tuesday 10:00-11:15pm AST and 7:00-8:15pm AST

Semester and Year: Fall 2021

Classroom Location: Hybrid Delivery

Course Director Name: Ms. Karla Farmer-Diaz, MSc.

Course Director Contact Information: kfarmer1@sgu.edu

Course Director Office Hours: TBA

Course Director Office Location: Department of Microbiology, Immunology and Pharmacology, Second Floor, Science Building

Course contact: BIOL401@sgu.edu

Course Lecturer Name(s): Ms. Karla Farmer-Diaz, MSc., Dr. Malcolm Antoine Jr., Dr. Sue-Ann Williams, Dr. Hisham Elnosh, Dr. Sonia Cheetham

Course Lecturer(s) Contact Information: KFarmer1@sgu.edu, MAntoin3@sgu.edu, SWillia10@sgu.edu, HElnosh@sgu.edu, SCheetha@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. 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.

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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
BIOL401@sgu.edu sajoseph@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- SCHOOL OF MEDICINE

SGU SOM, Grenada	Email Address
Ms. Karla Farmer-Diaz (Course Director)	KFarmer1@sgu.edu
Dr. Malcolm Antoine	MAntoin3@sgu.edu ,
Dr. Hisham Elnosh	HElnosh@sgu.edu
Dr. Sue -Ann Williams	SWillia10@sgu.edu
Ms. Makeda Matthew-Bernard	MMatthew@sgu.edu

TEACHING FACULTY IN THE DEPARTMENT OF PATHOBIOLOGY- SCHOOL OF VETERINARY MEDICINE

SGU SOM, Grenada	Email Address
Dr. Sonia Cheetham	SCheetha@sgu.edu

SUPPORT STAFF

SGU SOM, Grenada	Email Address
Ms. Sherry Ann Joseph,	sajoseph@sgu.edu

Mrs. Beulah Douglas-Paterson	
Mr. Brent Nelson	

COURSE MATERIAL

COPYRIGHT

Copyright 2020 St. George's University. All rights reserved.

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, 16th 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 LECTURE SCHEDULE

Week #	Live: Tuesday (10:00 am AST/7:00 pm AST)	Topic	Lecturer
Week 1	17 th August	Overview of Microbiology and history/ Introduction to prokaryotes	Ms. Karla Farmer-Diaz
Week 2	24 th August	Microbial genetics overview (prokaryotes)	Ms. Karla Farmer-Diaz
Week 3	31 st August	Introduction to Eukaryotic microorganisms/ Virology	Dr. Sonia Cheetham
Exam 1-Week 4			
Week 5	14 th September	Bacterial nutrition and metabolism	Dr. Malcolm Antoine Jr.
Week 6	21 st September	Bacterial Growth and replication	Dr. Malcolm Antoine Jr.
Week 7	28 th September	Strategies for Control of Microbial Growth	TBA
4th-8th October Exam 2 (Midterm) Week 8			
Week 9	12 th October	Relationships with microorganism 1/ microbiome	Dr. Malcolm Antoine Jr.
Week 10	19 th October	Relationships with microorganism 2	Dr. Malcolm Antoine Jr.
Week 11	26 th October	Introduction to Immunology	Dr. Hisham Elnosh
Exam 3-Week 12			
Week 13	9 th November	Microbial ecology/ Reservoirs for microorganisms	Ms. Karla Farmer-Diaz
Week 14	16 th November	Food microbiology	Dr. Sue Ann Williams
Week 15	23 rd November	Epidemiology and Public Health	TBA
Exam 4-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). 5 weekly quizzes worth 10 points <ul style="list-style-type: none">• Lowest scoring 1 out of 4 is dropped – 40 points total 1 cumulative quiz – 15 points	55
Online identification and write-up of bacterial unknown	25
Total:	80

Laboratory schedule - BIOL 401- Fall 2021		
Lab #	Date	Experiments
1	23 rd August	Experiment 1: Aseptic Transfer of Sterile Liquid Media Experiment 2: Inoculation of Broth Cultures Experiment 3: Streak Inoculation of Agar Plates Experiment 4: Care and Use of The Microscope Experiment 5: Microscopic Observation of Bacteria
2	30 th August	Online Quiz 1 Due at 12:00 Results for Lab Week #1 Experiment 6: Gram Stain: Step 1-Preparing A Bacterial Smear Experiment 7: Gram Stain: Step 2- Gram Staining Experiment 8: Visualization Of Motility
(Exam 1) EXAM WEEK		
3	13 th September	Online Quiz 2 Due at 12:00 Experiment 9: Characterization and Identification of Selected Gram-Negative Bacilli and Their Use in Identification Experiment. 10: API 20E Test
4	20 th September	Online Quiz 3 Due at 12:00 Results for Lab Week 3 Experiment 11: Effectiveness of Selected Antiseptics and Disinfectants Experiment 12: Effectiveness of Selected Antibiotics Against Selected Bacteria
5	27 th September	Online Quiz 4 Due at 12:00 Results for Lab Week 4 available online
8th-12th March Midterm Exam Week		
6	11 th October	Experiment 13: Identification of Medically Important Gram-Positive Cocci: Staphylococci and Streptococci Experiment 14: Specimen Collection and Processing from Skin, Throat, Nasopharyngeal and Anterior Nares
7	18 th October	Online Quiz 5 Due at 12:00 Results for lab week 6 Experiment 15: Lab epidemic Experiment 16: Microorganisms are Ubiquitous in the environment Gram Stain Practice
	25 th October	THANKSGIVING HOLIDAY- NO CLASSES
(Exam 3) EXAM WEEK		
8	8 th November	Cummulative Online Quiz 6 Due at 12:00 Identification of bacterial unknown - Part 1
9	15 th November	Identifcation of bacterial unknown-Part 2
10	22 nd November	Bacterial unknown lab report due

WRITE-UP BASED ON IDENTIFICATION OF A BACTERIAL UNKNOWN (25 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). 5 weekly quizzes worth 10 points • Lowest scoring 1 out of 4 is dropped – 40 points total 1 cumulative quiz – 15 points	55
	Online identification and write-up of bacterial unknown	25
	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.



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL407 – Senior Internship
Number of Credits: 4–12 (40 hours = 1 credit)
Days and Times: *TBD by Faculty & External supervisor*
Semester and Year: Fall 2021
Classroom Location: N/A
Pre-requisite(s): Jr./Sr. standing & consent of Instructor

Course Lecturer Name(s): Patricia Rosa
Course Director Name: Patricia Rosa

Course Lecturer(s) Contact Information: prosa@sgu.edu, ext. 3652
Course Director Contact Information: prosa@sgu.edu, ext. 3652

Course Lecturer(s) Office Hours: Monday & Wednesday 9AM–12PM
Course Director Office Hours: Monday & Wednesday 9AM–12PM

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

Course Support: Akima Ventour, aventou2@sgu.edu, 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 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. The course objectives are to provide students with one or more of the following:

1. Work and/or research experience in the fields of marine biology or wildlife and conservation biology.
2. Work experience with a non-governmental organization (NGO), or a governmental agency, or a private corporation, or a community group.

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. Opportunity to associate with professionals in their field of choice.
4. Opportunity to be mentored by professionals in their field of choice.
5. Opportunity to establish working relationships that may continue post-internship.

Student Learning Outcomes:

1. Acquire and apply technical and professional skills that will prepare them for future professional and/or academic activities.
2. Integrate theories, concepts, and knowledge into a professional setting.
3. Demonstrate problem solving and critical thinking skills across disciplines.
4. Develop work habits and attitudes necessary for future success, and establish relationships with professionals in their field results.

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

DISREGARD ABOVE SCALE: Satisfactory/Unsatisfactory

Course Materials:

Text: Students will need to consult their external and faculty advisor to guide them with acquiring relevant literature.

Supplementary Readings/Resources: N/A

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:

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*.

- Midway progress
- Report on experience with organization
- Timesheet & associated tasks

Project completion reports:

- Oral presentation
- Written report

Course Requirements:

See Senior Internship Requirements document for more details.

Course Schedule:

N/A

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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

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.

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 five (5) calendar days past the due date. Students who do not submit assignments by this time will receive a zero (0) for the assignment.

Classroom/Online Etiquette Procedure:

See the St. George's University Student Manual (2019/2020).

Policy/Procedure Related to the Department:

See the St. George's University Student Manual (2019/2020).

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*.



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 1–2PM
Semester and Year: Fall 2021
Classroom Location: NA
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, ext. 3652
Course Director Contact Information: prosa@sgu.edu, ext. 3652

Course Lecturer(s) Office Hours: Monday & Wednesday 9AM–12PM
Course Director Office Hours: Monday & Wednesday 9AM–12PM

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

Course Support: Akima Ventour, aventou2@sgu.edu, 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 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.

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. 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.

Student Learning Outcomes:

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

Technical Skills Outcomes:

TSO-BIOL420-1-Use of experimental design techniques to develop research questions and testable hypotheses.

TSO-BIOL420-2-Use of survey techniques and methods to collect data.

TSO-BIOL420-3-Use of spreadsheets to enter, collate, analyze, and display data graphically.

TSO-BIOL420-4-Use of statistical software to conduct data analyses (e.g., SPSS, SAS, R).

TSO-BIOL420-5-Use of statistical software to display data graphically (e.g., SPSS, SAS, R).

TSO-BIOL420-6-Use of word processing and presentation software to display and communicate data.

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:

Text: Various peer-review journals, textbooks, and reports relevant to the research topic

Supplementary Readings/Resources: N/A

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:

Literature review: 20%

Research proposal: 50%

Oral presentation: 30%

Course Requirements:

See Capstone Handbook for a detailed breakdown.

Course Schedule:

Week		
1	Aug 17	1-Guidelines and requirements for the capstone project
2	Aug 24	2-Project development and mentor
3	Aug 31	Independent session: Find faculty advisor
4	Sept 7	3-Literature review
5	Sept 14	4-Academic writing, citing, and formatting
6	Sept 21	5-Research design and methods
7	Sept 28	EVALUATION: Literature review (20%)
8	Oct 4 – 8: MIDTERM WEEK	
9	Oct 12	6-Research ethics, health, and safety
10	Oct 19	7-Research proposal
11	Oct 24	Independent session: Seek feedback on research proposal from faculty advisor
12	Nov 2	8-Oral presentation
13	Nov 9	EVALUATION: Research proposal (50%)
14	Nov 16	Independent session: Finalize oral presentation with faculty advisor
15	Nov 23	EVALUATION: Oral presentations (30%)
16	Nov 29 – Dec 3: FINAL EXAM WEEK	

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

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[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

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.

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 five (5) calendar days past the due date. Students who do not submit assignments by this time will receive a zero (0) for the assignment.

Classroom/Online Etiquette Procedure:

Students are expected to arrive or sign-on on time and be prepared. Sessions begin promptly at the indicated time. Students are also expected to be respectful and courteous to their colleagues and instructor, particularly during in-class discussion. The instructor reserves the right to prevent a student from participating if they do not respect classroom etiquette, which may result in missed opportunities to earn percent of grade.

Policy/Procedure Related to the Department:

See the St. George's University Student Manual (2019/2020).

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*.



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 2–3PM
Semester and Year: Fall 2021
Classroom Location: N/A
Pre-requisite(s): BIOL 420 – Capstone 2

Course Lecturer Name(s): Patricia Rosa
Course Director Name: Patricia Rosa

Course Lecturer(s) Contact Information: prosa@sgu.edu, ext. 3652
Course Director Contact Information: prosa@sgu.edu, ext. 3652

Course Lecturer(s) Office Hours: Monday & Wednesday 9AM–12PM
Course Director Office Hours: Monday & Wednesday 9AM–12PM

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

Course Support: Akima Ventour, aventou2@sgu.edu, 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 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.

Student Learning Outcomes:

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

Technical Skills Outcomes:

TSO-BIOL421-1-Implement experimental design techniques to test hypotheses and/or research questions.

TSO-BIOL421-2-Use of survey techniques and methods to collect data.

TSO-BIOL421-3-Use of spreadsheets to enter, collate, analyze, and display data graphically.

TSO-BIOL421-4-Use of statistical software to conduct data analyses (e.g., SPSS, SAS, R).

TSO-BIOL421-5-Use of statistical software to display data graphically (e.g., SPSS, SAS, R).

TSO-BIOL421-6-Use of word processing and presentation software to display and communicate data.

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.

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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: Various peer-review journals, textbooks, and reports relevant to the research topic

Supplementary Readings/Resources: N/A

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:

3-minute Capstone: 20%

Honor's Thesis: 50%

Oral Defense: 30%

Course Requirements:

See Capstone Handbook for a detailed breakdown.

Course Schedule:

Week		
1	Aug 17	1-Research question, hypothesis testing, and data gathering
2	Aug 24	2-Data, entry, organization, and management
3	Aug 31	3-Data analysis and interpretation
4	Sept 7	Independent session: Data collection and/or analyses
5	Sept 14	4-3-minute Capstone
6	Sept 21	5-MWC roundtable (<i>tentative</i>) or independent session
7	Sept 28	EVALUATION: 3-minute Capstone (20%)
8	Oct 4 – 8: MIDTERM WEEK	
9	Oct 12	6-Thesis redaction, editing, and formatting
10	Oct 19	Independent session: Work on thesis
11	Oct 24	Independent session: Seek feedback on thesis from faculty advisor
12	Nov 2	7-Oral defense
13	Nov 9	EVALUATION: Honor's thesis (50%)
14	Nov 16	Independent session: Finalize oral defense with faculty advisor
15	Nov 23	EVALUATION: Oral defense (30%)
16	Nov 29 – Dec 3: FINAL EXAM WEEK	

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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Attendance Policy:

Attendance Requirement

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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

Grenada, West Indies

DEPARTMENT OF PRECLINICAL SCIENCES

BIOL441 – HUMAN PHYSIOLOGY

COURSE SYLLABUS

Version of August, 2021, 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.**

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SECTION A: COURSE INFORMATION

BIOL441 HUMAN PHYSIOLOGY – GENERAL DESCRIPTION

Course Code and Title: BIOL 441 - Human Physiology

Number of Credits: 4

Days and Times: Wednesday 8:30 AM, Thursday 1:00 PM, Friday 8:30AM

Semester and Year: Fall 2021

Classroom Location: Online and On-site Delivery

Course Email Address: physiology441@sgu.edu (to be used for all course related matters)

Course Director Name: Dr. Gabrielle Walcott-Bedeau and Dr. Kesava Mandalaneni

Course Director Contact Information: gwalcott@sgu.edu and kmandalaneni@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 & Dr. Kesava Mandalaneni Course Directors	Physiology/Neuroscience	gwalcott@sgu.edu kmandalaneni@sgu.edu
Dr. Noah Leton Dr. Janine Paul Dr. Esther Johnson Lab directors	Physiology/Neuroscience	Nleton@sgu.edu jpaul@sgu.edu ejohnso3@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
Dr Alvin Chitterman	Physiology/Neuroscience	Achitte1@sgu.edu
Dr. Janine Paul	Physiology/Neuroscience	jpaul@sgu.edu
Dr. Esther Johnson	Physiology/Neuroscience	ejohnso3@sgu.edu

SUPPORT STAFF

SGU BIOL441, Grenada	Department	Email Address
Kamille Williams Executive Secretary	Physiology and Neuroscience	kwilliams@sgu.edu

COURSE MATERIAL

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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 Lessons, 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. 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-
wwwhealthlibrary-com.periodicals.sgu.edu/book.aspx?bookid=2188](https://meded-
wwwhealthlibrary-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.

Clinical Key

<https://www.clinicalkey.com/student/>

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/ Turning Point App

An Audience Response System (clicker/app) 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 (ttpoll.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(login), 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	20
Exam 2	50	50 MCQ x 1 point	20
Exam 3	50	50 MCQ x 1 point	20
Exam 4	50	50 MCQ x 1 point	20
Small Group Practical Assessments	20	10 SG x 2 point	8.4
iMCQ sessions	4	2 points per iMCQ	1.6
Weekly Online Quizzes	10	1 quiz x 1 point	4.2
Professionalism	6		2.6
Total:	240		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
240	100	A+
216-239	90-99	A
204 - 215	85-89	B+
192-203	80-84	B
180-191	75-79	C+
168-179	70-74	C
156- 167	65-69	D
<155	<65	F

In order to pass the course the student will need 155 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 155 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).

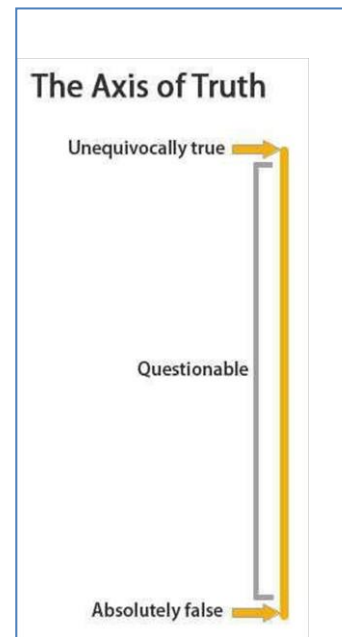
Choices are rarely “unequivocally true” or “absolutely false”. It is a common misunderstanding that a multiple choice question has to have one “unequivocally true” answer choice and a series of “absolutely false” answer choices.

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@squ.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:

[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

HOMEOSTASIS

1. Explain the principles of positive feedback and feed forward control of hormone secretion.
2. Given the body weight and percent body fat,
 - a. estimate the 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 PCO_2 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 PO_2 and dissolved plasma O_2 content (Henry's Law). Compare the relative amounts of O_2 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 P_{50} .
18. Show how the oxyhemoglobin dissociation curve is affected by changes in blood temperature, pH, PCO_2 , 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 PO_2 , PCO_2 , 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 PO_2 and PCO_2 alter alveolar ventilation, including the synergistic effects when PO_2 and PCO_2 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 -j Too Little		Appropriate D		Inappropriate Too Much	
O		D		O	
PROFESSIONALISM					
Trustworthiness	Displays inappropriate behavior (e.g., accepts inappropriate gifts, violates professional boundaries, stows, engages in fraudulent behavior) overlooks inappropriate behavior in colleagues	D	D	Displays honestly, forthrightly, and truthfully	Displays insensitively and tactlessness
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, or reports inappropriate behavior in colleagues	Appears insensitive; always finds fault; appears overly critical
RESPONSIBILITY/ACCOUNTABILITY					
Punctuality	Is late; misses deadlines	D	D	Is punctual; meets deadlines	Emphasizes timeliness at the expense of thoroughness
Compliance	Ignores policies, procedures, rules, and regulations; misses required sections	D	D	Follows policies, procedures, rules, and regulations; attends required sections	Displays inflexibility; rigidly enforces rules to the detriment of others
Accountability	Avoids responsibility and work	D	D	Appropriately assumes responsibility; asks for help when necessary	Assumes too much responsibility; displays inability to delegate
Feedback	Makes excuses, displaces blame; resists feedback; avoids reflective	D	D	Admits error; seeks; and incorporates feedback	Is afraid to act for fear of making errors; blames others; requires constant reassurance and feedback
PROFESSIONAL APPEARANCE (e.g., "Village" and administrative)					
Appearance	Displays poor hygiene; wears dirty, sloppy clothes	D	D	Maintains neat personal appearance	Appears to dress to attract attention to self, although neat, clean, and appropriate; attire is the occasion
Interactions	Appears insecure and unable to act independently	D	D	Respects authority and other professionals; appears appropriately confident	Appears arrogant, overconfident, and demurring

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, religion, sexual		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.)
Spring 2021

Course Syllabus

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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.

Ahmed Mahgoub, MD amahgoub@sgu.edu	Olufemi Obadina, MD oobadina@sgu.edu	Deon Forrester, MD dforrester@sgu.edu
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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

Copyright 2021 St. George's University. All rights reserved.

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 may be 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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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, 11:30am – 12:45pm
Semester and Year: Fall 2021
Classroom Location: FA2
Pre-requisite(s): None

Course Lecturer Name(s): Tornia Charles, MA
Course Director Name: N/A

Course Lecturer(s) Contact Information: tcharl10@sgu.edu
Course Director Contact Information: N/A

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

Course Lecturer(s) Office Location: N/A
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 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.

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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 impact 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 to 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 P's.
7. Explain the importance of ethics and social responsibility in the field of 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.
2. M-PO-3 Demonstrate written, oral and presentation skills necessary for effective business and management communication.

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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 = 64.4% or less

Course Materials:

Text: Principles of Marketing – An Applied Orientation, Phillip 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.

Course Requirements:

A Final Group Project will be given in place of a formal exam. This should be handed in to the Lecturer no later than November 25th, 2021.

Please note that Project Outlines must be presented to the Lecturer for approval by October 21st, 2021, to ensure that you are on target. You can submit earlier if you wish.

Final Exam Project:

Assigned Groups are required to:

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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 electrical/computer voice over is allowed.

Assigned chapters must be read in advance and assignments completed to meet stated deadlines.

Course Schedule:

Week	Topic/Content	Review Question	Action Items
Wk 1:	<p>Introduction: Review of Course Syllabus and Expectations</p> <p>Marketing: Creating and Capturing Customer Value</p> <p>1. Define marketing and outline the steps in the marketing process. 2. Explain the importance of understanding customers and the marketplace. 3. Discuss customer relationship management and identify strategies for creating value for customers and capturing value from them in return.</p>	<p>Why is marketing important in creating and capturing customer value and how can it impact the bottom line of a business?</p>	<p>Read Chapter 1</p>
Wk 2:	<p>Company and Marketing Strategy: Partnering to Build Customer Relationships</p> <p>1. Explain companywide strategic planning and its four steps. 2. Discuss how to design business portfolios and develop growth strategies. 3. Explain marketing’s role under strategic planning and how marketing works with its partners to create and deliver customer value. 4. Describe the elements of a customer-driven marketing strategy and mix, and the forces that influence it.</p>	<p>How can marketing work with its partners and implement strategies to create and deliver customer value?</p>	<p>Read chapter 2</p> <p>Group Work: Essay Question</p> <p>Briefly explain the various components of a marketing plan for a business or service giving one example of each component.</p> <p><i>To be done by all groups for grading</i></p>

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	5. List the marketing management functions, including the elements of a marketing plan, and discuss the importance of measuring and managing return on marketing investment.		<i>and deadline given by lecturer</i>
Wk 3:	<p>Analyzing the Marketing Environment</p> <p>1. Describe the environmental forces that affect the company's ability to serve its customers (micro and macro environment)</p> <p>2. Discuss how companies can react to the marketing environment</p> <p>1st Quiz (Chapters 1 – 3)</p>	How can the internal and external forces present in the firm's environment impacts its ability to serve its customers?	<p>Read chapter 3</p> <p>Group Work: Essay Question</p> <p>Utilizing any company in Grenada as an example you are company's CEO and categorize the products into logical groupings that will become your strategic business units (SBU's). Using your best judgement, allocate resources, using percentages, to each SBU. Give a rationale for your groupings.</p> <p><i>To be done by all groups for grading and deadline given by lecturer.</i></p>
Wk 4:	<p>Managing Marketing Information to Gain Customer Insights</p> <p>1. Explain the importance of information in gaining insights about the marketplace and customers.</p> <p>2. Define the marketing information system and discuss its parts.</p> <p>3. Outline the steps in the marketing research process.</p> <p>4. Explain how companies analyze and use marketing information.</p> <p>5. Discuss the special issues some marketing researchers face, including public policy and ethical issues.</p>	Why is data gathering an important process for a firm to undertake as part of its strategic approach for gaining and retaining customers?	Read chapter 4
Wk 5:	<p>Consumer Markets and Consumer Buyer Behavior</p> <p>1. Define the consumer market and construct a simple model of consumer buyer behavior.</p> <p>2. Name the four major factors that influence consumer buyer behavior.</p> <p>3. List and define the major types of buying decision behavior and stages in the buyer decision process.</p>	Why is it important for a company to understand the dynamics of both the individual and business buying behavior?	Read chapter 5

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	4. Describe the adoption and diffusion process for new products.		
Wk 6:	<p>Business Markets and Business Buyer Behavior</p> <ol style="list-style-type: none"> 1. Define the business market and explain how business markets differ from consumer markets. 2. Identify the major factors that influence business buyer behavior. 3. List and define the steps in the business buying decision process. 4. Compare institutional and government markets and explain how institutional and government buyers make their buying decisions. 		Read chapter 6
Wk 7:	<p>Customer-Driven Marketing Strategy: Creating Value for Target Customers</p> <ol style="list-style-type: none"> 1. Define the four major steps in designing a customer-driven marketing strategy: segmentation, targeting, positioning, differentiation, and positioning. 2. List and discuss the major bases for segmenting consumer and business markets. 3. Explain how companies identify attractive market segments and choose a market targeting strategy. 4. Discuss how companies differentiate and position their products for maximum competitive advantage. <p>Class Quiz (Chapters 4 – 6 or 7)</p>	Why is it important for a company/entity to understand the concept of segmentation in relation to marketing?	Read chapter 7
Wk 8:	Mid Term Exam Week		
Wk 9:	<p>Products, Services, and Brands: Building Customer Value</p> <ol style="list-style-type: none"> 1. Describe the decisions companies make regarding their individual products and services, product lines, and product mixes. 2. Identify the four characteristics that affect the marketing of a service and the additional marketing considerations that services require. 3. Discuss branding strategy – the decisions companies make in building and managing their brands. 	What is branding and why is knowledge of branding important to a business and why can that influence customers?	<p>Read chapter 8</p> <p>Essay or case study on branding to be given by lecturer</p> <p><i>(To be done by all groups and deadline given by lecturer)</i></p>
Wk 9	<p>New Product Development and Product Life Cycles Strategies</p> <ol style="list-style-type: none"> 1. Explain how companies find and develop new-product ideas. 	Why is the process of new product development and life cycle important to a business?	Read chapter 9

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	<p>2. List and define the steps in the new product development process and the major considerations in managing this process.</p> <p>3. Describe the stages of the product life cycle and how marketing strategies change during the product life cycle.</p> <p>4. Discuss two additional products issues: socially responsible product decisions and international product and services marketing.</p>		
Wk 10	<p>Pricing: Understanding and Capturing Customer Value</p> <p>1. Explain “what is price?” and discuss the importance of pricing in today’s fast changing environment.</p> <p>2. Identify the three major pricing strategies and discuss the importance of understanding customer-value perceptions, company costs, and competitor strategies when setting prices.</p> <p>3. Identify and define the other important external and internal factors affecting a firm’s pricing decisions.</p> <p>Class Quiz (Chapters 8 – 11)</p>	How can pricing strategies impact the customer buying behavior?	Read chapter 10 & 11
Wk 11	<p>Marketing Channels: Delivering Customer Value</p> <p>1. Explain why companies use marketing channels and discuss the functions these channels perform.</p> <p>2. Discuss how channel members interact and how they organize to perform the work of the channel.</p> <p>3. Identify the major channel alternatives open to a company.</p> <p>4. Explain how companies select, motivate, and evaluate channel members.</p>	Why do companies use marketing channels to get goods from one place to the next when they can order their goods directly?	Read chapter 12
Wk 11	<p>Retailing and Wholesaling</p> <p>1. Explain the role of retailers in the distribution channel and describe the major types of retailers.</p> <p>2. Describe the major retailer marketing decisions.</p> <p>3. Discuss the future of retailing.</p> <p>4. Explain the major types of wholesalers and their marketing objectives.</p>	Discuss the nature and importance of marketing logistics and integrated supply chain management	Read chapter 13
Wk 12 & 13	<p>Engaging Consumers and Communicating Customer Value:</p>	Why do firms implement the	Read chapter 14 - 16

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	<p>Integrated Marketing Communications Strategy</p> <ol style="list-style-type: none"> 1. Define the five promotion mix tools for communicating customer value. 2. Discuss the changing communications landscape and the need for integrated marketing communications. Outline the communication process and the steps in developing effective marketing communications. 4. Explain the methods for setting the promotion budget and factors that affect the design of the promotion mix. 	<p>integrated marketing communication strategy when they can invest in capital and other goods and be successful?</p>	<p>Essay Question: Describe each of the elements in the marketing communications mix and explain when it is best for a company to use each one.</p> <p><i>(To be done by all groups and deadline given by lecturer)</i></p>
Wk 14	<p>Direct, Online, Social-Media, and Mobile Marketing</p> <ol style="list-style-type: none"> 1. Define direct and digital marketing and discuss their rapid growth and benefits to customers and companies. 2. Identify and discuss the major forms of direct and digital marketing. 3. Explain how companies have responded to the internet age and the digital age with various online marketing strategies. 4. Discuss how companies use social media and mobile marketing to engage consumers and create brand community. 5. Identify and discuss the traditional 	<p>Are there any advantages in using online marketing to increase customer value and can it impact the firm's profitability?</p>	<p>Read chapter 17</p>
Wk 14	<p>Creating a Competitive Advantage</p> <ol style="list-style-type: none"> 1. Discuss the need to understand competitors as well as customers through competitor analysis. 2. Explain the fundamentals of competitive marketing strategies based on creating value for customers. 3. Illustrate the need for balancing customer and competitor orientations in becoming a truly market centered organization. <p>Class Quiz (Chapters to be provided by lecturer)</p>	<p>How can a firm create a competitive advantage over another? Are there benefits in trying to achieve this?</p>	<p>Read chapter 18</p>
Wk 15	<p>The Global Marketplace</p> <ol style="list-style-type: none"> 1. Discuss how the international trade system and economic, political – legal, and cultural environments affect a company's international marketing decisions. 2. Describe three key approaches to entering international markets. 	<p>How can a firm create a competitive advantage over another? Are there benefits in trying to achieve this?</p>	<p>Read chapter 19</p>

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	<p>3. Explain how companies adapt their marketing strategies and mixes for international markets.</p> <p>4. Identify the three major forms of international marketing organization.</p> <p>Final Quiz</p>		
Wk 15	<p>Sustainable Marketing: Social Responsibility and Ethics</p> <p>1. Define sustainable marketing and discuss its importance.</p> <p>2. Identify the major social criticisms of marketing.</p> <p>3. Define consumerism and environmentalism and explain how they affect marketing strategies.</p> <p>4. Describe the principles of sustainable marketing.</p> <p>5. Explain the role of ethics in marketing.</p>		Read chapter 20
Wk 16	Final Exam Week – Project 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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Papers and presentations are to be type written and submitted no later than 11:55 pm on the due date. It is expected to be your original work, with appropriate credit given to the sources used as references

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according to the APA Style Manual. Papers will be submitted to TURNITIN, as directed by the Lecturer. Late submissions will not be accepted unless previous permission has been given. This is at the discretion of the lecturer.

Classroom/Online Etiquette Procedure:

Cell Phones

Students must turn off all cell phones, beepers, pagers, etc prior to the entering class.

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 of disruption from inconsiderate behavior. Students are required to treat their instructor and their classmates with respect.

Food and Beverage

Whether taken virtually or in person, food is not permitted during class. Water is the only beverage permitted during the classroom.

Missing Exam

If you miss an exam, you need a medical certificate before you can get a make-up exam.

Resources

Use all the resources available to you – the University, the instructor, and your fellow classmates.

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.

Participation

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 clothing or jeans. Non-compliance with the dress code may result in mark deductions and subsequent failure of this course.

Keys to Success

1. Be punctual
2. Read the PowerPoint and chapters in advance
3. Do all/contribute to all assignments where applicable. Failure to do so will result in a zero score
4. When in doubt attend DES sessions or speak with/visit your lecturer
5. Read over all assignments and double check your writing

PLEASE BE PREPARED TO PARTICIPATE!! Enjoy your classes.

Policy/Procedure Related to the Department:

[Click or tap here to enter text.](#)

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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: Tuesday and Thursday; 11:00am -12:15pm
Semester and Year: Fall 2021
Classroom Location: Blended
Pre-requisite(s): N/A

Course Lecturer Name(s): Helen Bhola-Paul
Course Director Name: Same as above

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 12-3pm; Tues, Thurs 3:00pm-4pm

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Upstairs Building C
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>

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.

Course Objectives:

1. Develop an appreciation for the field of management
2. Describe the importance of Planning for Managers
3. Describe how organizing allows managers to be effective through the organizational design

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elements

4. Describe why decision making is critical for managers in their functions of planning, organizing, leading and controlling

5. Develop a strategic plan for an online business and assess its success at the completion of a business simulation

6. 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:

SL-O 1 Use Case studies and written assessments to identify the manager's functions of planning, organizing, leading and controlling within any organization

SL-O 2 Use any of the six design elements and arrange personnel into organizational groupings

SL-O 3 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.

SL-O 4 Use a business simulation to identify and assess communication problems within organizations and determine solutions

SL-O 5 Apply the knowledge of rationale decision making to management problems in a business simulation

SL-O 6 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. (Basic)

M-PO-2 Ability to propose business solutions through the use of theories, research and analytical skills (Basic).

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: Mary Coulter & Stephen P. Robbins , Management (12th 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.

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Course Grading Requirement:

Quiz #1 using Examsoft	20%
Plagiarism Test	5%
Group Case Study	15%
Quiz #2 using Examsoft	20%
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 the Indiana University site to complete the plagiarism test and submit your certificate via Sakai drop box. The website can be found by googling “how to recognize plagiarism” or the Website’s URL is https://plagiarism.iu.edu/plagiarism_test.htm
2. Group Case Study- Groups will complete and submit their individual case study assignment via Sakai.
3. Complete two (2) Quizzes - One quiz will be before midterm and the other quiz before final exams. The quizzes will be online quizzes via Examsoft. The content will reflect the textbook material and any other supporting materials provided during class. Students must ensure to determine if their computers are compatible and have the software needed to complete the exam. Speak to examination services for assistance.
4. 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

Group Case Study Assignment due wk #2 Thursday via Sakai -11:55pm

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

Chapter 9- Managing Strategy

Chapter 7- Planning

Week #6

Week #6 Tuesday Review for Quiz #1

Week #6 Thursday- Quiz #1- (During class time via Examsoft) - (Chapters 1,7.3.5 and 9)

Week #7

Online Business Simulation practice for one week during Week #7 then the 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

Week #11 and #12

Chapter 2- Decision Making

Chapter 16- Communications

Week #13

Chapter 17- Leadership

Chapter 18 Foundations of Control

Week #14

The Simulation Written Report is due at 10am via Sakai on Tuesday of Week #14

Week #15

Review for Quiz #2 Tuesday

Quiz #2 Thursday (During class time via Examsoft) (Chapter 10, 11, 2, 16,17 and 18)

Week #16

Final Exams Week- There will be no Final Exam for this course

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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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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:

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.

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.

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 **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., Fri. – 11:30 am to 12:20 pm
Semester and Year: Fall, 2021
Classroom Location: TBA (To be announced)
Pre-requisite(s): None

Course Lecturer Name(s): Rachael M. Ross, MBA, BSc.
Course Director Name: N/A

Course Lecturer(s) Contact Information: rross@sgu.edu; Phone: Ext. 3567
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon. and Wed.: 1:30 am – 3:30 pm; Tues. and Thurs.: 9:00 am – 11:00 am; Fri. by appointment only

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Upstairs Leeward Hall
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 proper management and leadership, emotional intelligence, good communication, teamwork, sound

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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:

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:

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.

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:

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:

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:

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

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Case Study/ Essays/Class Presentations/ Forum (Essays can be assigned from presentations made from guest lecturers) Individual or Group	25	Objectives 1-7
Attendance & Class Participation	5	Objectives 4-6
TOTAL	100	

Course Requirements:

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 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: TBD

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 TBA.**
- **Students are required to present their final paper on TBA.**

Course Schedule:

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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> <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</p> <p><u>Question:</u> 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 	

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Week 4	<p>PROMOTING CUSTOMER SERVICE AS A BUSINESS STRATEGY FOR CUSTOMER EXCELLENCE – Topic# 4</p> <p>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> <p>The Service strategy System People</p>	<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</p> <p>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 • Formal leaders • Informal leaders • Characteristics of Excellent leaders • Leadership without position 	
Week 7	<p>ATTITUDE- Topic #6</p> <p>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 • 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</p> <p>Question: Are motivational programmes important in the workplace?</p> <ul style="list-style-type: none"> • Motivation • Self-concept • Ten tips for improving self-concept 	<p>Customer Service a Practical Approach – 4 Ed. Elaine K. Harris</p> <p>Chapter 8</p> <p>Group presentation on motivational theories</p>

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	<ul style="list-style-type: none"> Ways to say thank you and to motivate others <p>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 <u>Chapter 7</u></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 <u>Chapter 12</u></p>
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 	<p>Customer Service a Practical Approach – 4 Ed. Elaine K. Harris <u>Chapter 6</u></p>
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 	<p>Guest Lecturer and Class/Group Discussion</p>

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Week 13	EMPOWERMENT-Topic #13 Question: Is empowering an employee to make the right decisions at the right time important for the success of a business? <ul style="list-style-type: none"> • Cause of Customer problems • Empowerment verses 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	EMOTIONAL INTELLIGENCE- Topic #14 Question: How is a knowledge of emotional intelligence important to internal and external customers <ul style="list-style-type: none"> • Define emotional intelligence • Components of emotional intelligence 	Notes to be provided by Lecturer
Week 14	DEVELOPING A SERVICE CULTURE -Topic #15 Question: How can an organization go about implementing a service culture and why is that important? <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	BRANDING-Topic # 16 Question: How can branding impact the service culture of an organization? <ul style="list-style-type: none"> • What is Branding • Protecting your brand • Threats to your brand • Key elements affecting your brand perception 	
Week 15	DINING ETIQUETTE- Topic # 17 Question: How is knowledge of proper dining etiquette important in the business environment? <ul style="list-style-type: none"> • Table manners • Use of tableware (cutlery, glassware, and chinaware) • The order of service • Food accompaniments • Dos and Don'ts when dining 	Notes to be provided by Lecturer

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).

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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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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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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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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 Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 210 Business Law
Number of Credits: 3 Credits
Days and Times: TUE & THU 2:30 – 3:45
Semester and Year: Fall 2021
Classroom Location: SGH – S Dorm 1& Online
Pre-requisite(s): N/A

Course Lecturer Name(s): Claudette Joseph
Course Director Name: N/A

Course Lecturer(s) Contact Information: CJoseph6@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Tuesday & Thursday by appointment
Course Director Office Hours: N/A

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

Course Support: 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 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:

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1. Identify the general legal principles which may have legal implications for individuals, business transactions and decisions;
2. Describe basic legal terminology and concepts as they relate to business;
3. 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;
4. Describe the legal services and advice which may be required of legal experts, as part of the business decision making process;
5. Explain the various legal relationships which may exist in the business environment and;
6. Identify and explain the legal principles which govern contract, the types of business organization and employment

Student Learning Outcomes:

1. On completion of this course, students will be able to: identify and evaluate legal issues and risks in the context of business transactions;
2. identify and analyze the legal principles applicable to any legal situation involving the focused areas listed;
3. apply legal reasoning to legal business situations and reason independently, the actual and potential outcome of legal problems;
4. apply the basic principles of business law to analyzing business decisions, as part of an effective business strategy;
5. formulate legal arguments based on facts and principles;
6. express relevant facts, legal principles and arguments in writing and oral presentations.

Program Outcomes Met By This Course:

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

Course Materials:

Text: Text: Sarah Riches and Vida Allen Keenan and Riches' Business Law, 2013 Eleventh (11th) Edition Pearson Longman

Supplementary Readings/Resources: 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:

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 Component	Percentage allocated
Class participation (attendance & contribution)	10
In-class assignments/quizzes	20
Midterm Exam	20
Group assignments and presentations	25
Final Exam	25
TOTAL	100

Course Requirements:

1. Prepare 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 given by if you do not understand, ask the instructor and;
5. Students should bring the text to class at all times, unless instructed otherwise – or all other materials, as directed.

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 - week 8		
9	Terms of a Contract a) Express and Implied Terms b) Exclusion Clauses	9: Pages 262 -266

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*10		Pages 266-274
11	Vitiating Factors	10: Pages 278-283
*12-13	a) Mistake b) Misrepresentation	Pages 283-288
14 - 15	Types of Business Organisations	17: Pages 483-393
	a) Unincorporated business structure - Sole Traders & Partnerships	Pages 521-528
	b) Incorporated business structures - Limited Liability Companies, External Companies & Non-profit Companies	
FINAL EXAM - week 16		

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

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

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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/Online Etiquette Procedure:

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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Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI220 – Business Mathematics
Number of Credits: 3 credits
Days and Times: Mon, Wed, Fri 10:30 – 11:20
Semester and Year: Fall 2021
Classroom Location: TBD
Pre-requisite(s): Math 120

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

Course Lecturer(s) Contact Information: dshaw@sgu.edu extension 473-444-475 ext. 3746
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: CB2 1st Floor
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: TBD, by appointment
Course Director Office Location: N/A

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:

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.

Course Objectives:

1. Understand the functional activities that occur in financial institutions.
2. Understand and be acquainted with various types of business transactions and activities.
3. Perform Simple Interest Computations.
4. Be aware of the concepts of compound interest and present value and perform computations as required.
5. Understand the concept of annuities and its applications in investment decisions.

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6. Understand the concept of sinking funds and perform the appropriate computations.
7. Perform computations involving the granting of credit.
8. Articulate different depreciation techniques.

Student Learning Outcomes:

1. 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 the advanced financial, accounting, and marketing courses of study that they will encounter in their academic careers.

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.

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: Business Math Brief – Tenth Edition

By: Cheryl Cleaves / Margie Hobbs / Jeffrey Noble

Supplementary Readings/Resources: N/A

Course Grading Requirement:

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)

Course Requirements:

- 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.

Course Schedule:

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- 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

- 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

POLICY INFORMATION

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(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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Attendance Policy:

Attendance Requirement

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(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Click or tap here to enter text.

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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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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: SPRING/FALL
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 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

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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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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

Policy/Procedure Related to the Department:

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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

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.

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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 describe 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 describe 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 describe 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 describe what he/she learnt from the experience, theories and concepts learnt.	Student did not describe what he/she learnt from the experience, theories and concepts learnt.	/10
7.Sketch of	Student Clearly	Students only	Student was not	Student did not	/10

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Future Plans (Career, Etc.)	articulated and described his/her future plans.	provided a list of options.	able to articulate his/her future plans.	provide any information on his/her future plans.	
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></p> <p>-Punctuation</p> <p>-Spelling</p> <p>-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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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 2021
Classroom Location: Blended
Pre-requisite(s): BUSI 205 Principles of Management

Course Lecturer Name(s): Helen Bhola-Paul
Course Director Name: Same as above

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 12-3pm; Tues, Thurs 3:00pm-4pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Upstairs Building C
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>

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:

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

1. Interpret problems in various workplaces for attitudes, emotions and personalities
2. Analyze various non-monetary and monetary motivational techniques to increase job satisfaction
3. Understand the factors that causes politics in an organization
4. Analyze stress reduction techniques to lower and manage organizational stress
5. Improve skills in written and oral communication

Student Learning Outcomes:

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

SL-O 1 Interpret problems in various workplaces for attitudes, emotions, diversity, human resources procedures and personalities

SL-O 2 Analyze various non-monetary and monetary motivational techniques to increase job satisfaction

SL-O 3 Understand the factors that causes politics in an organization

SL-O 4 Analyze stress reduction techniques to lower and manage organizational stress

SL-O 5 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. (Basic)

M-PO-2 Ability to propose business solutions through the use of theories, research and analytical skills (Basic).

M-PO-3 Ability to effectively apply knowledge of diversity and cross-cultural issues to become socially responsible (Basic).

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: 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.

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:

Midterm Exams	30%
Personality Test (submission via Sakai)	5%
Group case study presentations	15%
Group written case study (submission via Sakai)	30%
Individual Forum Discussion (2 x 10% each)	20%
Total	100%

Course Requirements:

Students are required to complete:

1. Two 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. Please note that at least one scholarly resource should be used to answer the question and the use of proper APA citing is a requirement for all written assignments.

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. Midterm Exams – Students will take their midterm exams using Examsoft platform. Contact Examination Services to ensure that your laptop meets the requirements to be able to download Exemplify to take the exams.

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. Submissions should be made via Sakai during week #4 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

Personality test due during Week #4

Chapter 5 Perception and Individual Decision Making

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Week #5,Week#6

Chapter 6 Motivation Concepts

Chapter 7 Motivation: From Concept to Applications

Class case study discussion

Some library resources will be provided via Sakai for Case Study assignments

Week #7

Chapter 17 Human Resource Policies and Practices #1

Midterm online based on Midterm Exam schedule of Week #8 (Chapters: 1,2,3,4,5,6,7, and 17)

Week# 8

Midterm Exam

Week #9

Chapter 4 Emotions and Moods

Chapter 9 Foundations of Group Behavior

Individual Forum Discussion based on a question provided by Course Instructor and the due date is on Friday Week #9

Week #10 and #11

Chapter 10 Understanding Work Teams

Chapter 13 Power and Politics

Week #12 and Week#13

Chapter 14 Conflict and Negotiation

Class case study discussion

Some library resources will be provided via Sakai for Case Study assignments

Week #14

Chapter 18 Organizational Change and Stress Management

Written Case submission via Sakai Monday of Week #15- APRIL. 23rd. 2021

Week #15

Group case presentations online during class of Week #15- APRIL. 19th, 21th and 23th, 2021.

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All powerpoint presentations must be emailed to the Instructor no later than 1 day after presenting and only the written case study using (APA 7 template) should be submitted via Sakai.

Week #16

Final Exams Week- There will be no final exams for this course

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

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.

Classroom/Online Etiquette Procedure:

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.

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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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: MON, WED, FRI 9:30 – 10:20 AM
Semester and Year: Fall 2021
Classroom Location: Click or tap here to enter text.
Pre-requisite(s): PHIL 107 or Exemption

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:

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 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.

Course Objectives:

1. Recognize the ethical ramifications of business decisions

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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.

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 = 64.4% 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

Course Grading Requirement:

Item

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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 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.

Course Schedule:

Week	Topic
1. Aug 16 th 2021	Introduction to Business Ethics
2	Ethics in the world of business
3	Welfare Rights and justice
4	Equality Liberty and Virtue
5	Whistle blowing

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6	Trade secrets and conflicts of interest
7	Privacy
8. Oct 4 th – 8 th 2021	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 29 th – Dec 3 rd 2021	FINALS

POLICY INFORMATION

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(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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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”

[\(https://www.sgu.edu/studentmanual/university/general-policies/attendance/\)](https://www.sgu.edu/studentmanual/university/general-policies/attendance/)

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” [\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/)

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[\(https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/\)](https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/)

Assignment Submission Procedure:

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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:

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 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

Policy/Procedure Related to the Department:

N/A

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Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 304, International Business

Number of Credits: (3 Credits)

Days and Times: Mon & Wed @ 1:30pm – 2:45p

Semester and Year: Fall 2021

Classroom Location: Online

Pre-requisite(s): Econ 201 and/or Econ 202

Course Lecturer Name(s): Dr. Reccia Charles

Course Director Name: Dr. Reccia Charles

Course Lecturer(s) Contact Information: Phone: 444.4175 ext 3260, Fax: 473.444.1655,
Email: rcharles1@sgu.edu

Course Director Contact Information: Phone: 444.4175 ext 3260, Fax: 473.444.1655,
Email: rcharles1@sgu.edu

Course Lecturer(s) Office Hours: By appointment via Zoom

Course Director Office Hours: M/W/F: 11a-12:30 & 3p-4:30p, T/Th: 4p-5p

Course Lecturer(s) Office Location: Windward Hall 2nd Floor

Course Director Office Location: Windward Hall 2nd Floor

Course Support: Mary Celestine MCElesti@sgu.edu X3863

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

Online Classroom: <http://mycourses.sgu.edu>

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:

An introduction to globalization and the cultural, economic, political, and legal environments of international business, including an overview of risks, challenges, and opportunities of developing country firms competing in the global marketplace. This course outlines fundamental differences among developed and developing countries, starting briefly with broad historical differences and moving on to specific issues such as the protection of property rights, corruption and the effects of political institutions on business. The focus is on the emerging markets the BRICs and the Caribbean; with special attention paid to identifying the business opportunities associated with base of the pyramid markets; and developing the strategies and business models required to productively explore those opportunities.

Course Objectives:

1. To convey an appreciation for the growing importance of the global economy.
2. To illustrate the numerous differences between the international and domestic aspects of the various functional areas of management.
3. To familiarize students with terminology of International business, the major international organizations, and the main multinational companies the most important supra-national entities, and the economic geography of global business.
4. To sensitize students to the importance of cross-cultural differences.
5. To reach a high level of familiarity with current issues in international economics and politics.

Student Learning Outcomes:

1. Discuss the impact of globalization on countries, businesses and their citizens.
2. Explain the role of international organizations/agreements that affect business organizations including regional agreements, the World Bank, the World Trade Organization, and the International Monetary Fund.
3. Analyze the political, legal, economic, and /cultural environment of multinational organizations in order to develop competitive strategies in a global environment.
4. Evaluate the impact of internationalization on company strategies and on the mode of entry chosen by a multinational organization.
5. Apply your knowledge of cultural values to evaluate the implementation of alternative management techniques in different cultures.

Program Outcomes Met By This Course:

- Demonstrate an understanding of political, management, economic, legal and financial issues as they affect international business decisions. (IBO 1)
- Demonstrate an awareness of cross cultural differences and analyze its significance for the development and implementation of alternative management techniques applicable to varying cultures. (IBO 3)

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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:

COURSE TEXTBOOKS LOCATED AT <https://ebookcentral.proquest.com/lib/squgd> which completes the first stage of the process. You are now free to use over 6,000 books under the Education Compete library. Additionally, you can logon via Founders Library and look for Proquest Ebook Central to locate your texts.

Required Texts:

- **The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits** by [CK Prahalad](#) (Author) **BOP**
- **The Lexus and the Olive Tree: Understanding Globalization** by [Thomas L. Friedman](#) (Author) **Lexus**
- **International Business: The New Realities 5th Ed or 4thEd** by [Tamer Cavusgil](#) (Author), [Gary Knight](#) (Author), [John Riesenberger](#) (Author) **CKR**
- **International Business Readings supplied via Sakai Modules**

Supplementary Readings/Resources:

Recommended:

The Economist

Availability: Founders Library

The World Is Flat

Author: Thomas Friedman

Availability: Founders Library

In addition to the main text, the lecturer will distribute reading materials to generate discussion. Students are expected to read links, websites and case studies added at the end of each chapter which support the principles and ideas presented in the chapters.

Documentaries:

Gung Ho (available on YouTube) (Stars: Michael Keaton)	On the Map
Commanding Heights 1 – 3 (Available on Sakai)	Jamaica For sale
Is America #1? (Available on Sakai)	Life + Debt
Black Gold (Available on Sakai)	Blood Diamonds (Available on Sakai)

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Course Grading Requirement:

Exam 1 (I)	10%
Midterm (I)	20%
Exam 2 (I)	10%
Final (I)	25%
Online Assignments (I)	05%
Group Project (G)	20%
Group Presentation (G)**	15%
	100%

KEY: (I) = Individual Activity (G) = Group Activity ** NOTE: If the class numbers are high there will be NO Local group work. Instead, there will be two additional quizzes.

Course Requirements:

1. This is a seminar course. 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 in light of your own experience and knowledge. Each of you has much to contribute and I expect you to do so! Attendance is mandatory.

2. Group Projects.

Project A: Caribbean products going global: This team project is designed to provide you with a sound understanding of how companies that engages in international business apply the concepts discussed in class to make real-life business decisions. Your team assumes the role of consultants that will advise the chosen company on some critical issues related to expanding into a new market. Teams will be made up of 3-4 students each. **The final presentations will be due November 28 via the Sakai Dropbox.** The Presentation must include the following sections:

I. Product and Company Selection

Select a product that at least one members of the team has a specific knowledge about and is currently marketed in his/her home country. Describe the product, the manufacturer, and the international business orientation of the firm.

II. Market Analysis

Select a market in which that product is not currently being sold. Preferably you should focus on a European country. You must select a product/country combination for which a profitable business opportunity likely exists. Elaborate a market analysis in which you examine the competitive, economical and political environment that will impact the future success of your product and company there. Focus on the aspects of these environments that are most relevant to your company and product.

III. Market Entry Strategy

After selecting a product and analyzing the target market, evaluate the different market entry strategies available. Assume that the company does not merely want to export its product to the given market, but has plans to develop a more strategic approach to entering this market.

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IV. Location

As part of your analysis in part III, make sure to suggest one or more particular cities or regions that will play a role in your proposed strategy. Describe the advantages of the proposed locations in terms of operations and distribution among others.

The Presentation will be 15 to 20 minutes in length. The written materials (the PowerPoint) should be free of grammatical errors, spelling errors, and typos, and should follow consistently a standard reference format (*APA Style*); the report should be documented and the bibliography should be comprehensive, from a variety of sources, and with an emphasis placed on recent sources (at least 5 ranging from 2015 onwards). The course project should integrate the knowledge gained from the assigned readings, lectures, outside research, and the student's own professional expertise as a viable university level approach in addressing the major issues that confronts the international business. **Students are required to provide periodic updates to the instructor prior to the Presentation and Submission of the final projects.**

Project B: X-Culture Global Collaboration: International Business Consulting

The students in this course will have an opportunity to gain first-hand experience in international business collaboration and business consulting. X-Culture is a large-scale international experiential learning project. Each semester, over 4,000 students from 120 universities in 40 countries participate in the project.

You will be working in an international team of 5-6 people for about eight weeks. Every semester, we select several companies that present their real-life international business challenges. Your team will have to select one of those challenges and suggest your solution. The detailed list of tasks to be completed for each challenge is provided in the [Challenge Instructions](#) (access code 20202b).

For more on the project, visit www.X-Culture.org.

To complete the X-Culture Project, please follow the following steps:

1. Review project materials on this page: <http://www.x-culture.org/2020-2b> (access code: 20202b)
2. Around **October 1**, you will receive an X-Culture Welcome Letter that includes your personal Readiness Test link. You will be asked to complete a test that will check if you've reviewed the materials from #1. The test will take about 30 min to complete and must be completed by **October 6**.

95% of all students pass the test the first time, another 3% pass on the second try. As long as you carefully review the project materials, you should have no difficulties passing the test. If you fail the test, you will still have to complete the test, but you will have to work individually, not in an international team.

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3. As long as you pass the Readiness Test, on October 6 you will receive the names and contacts of your team members. There will be 5-6 team members from different countries.

If you fail the test, you will be given another chance. If you fail again, you will have to complete the project individually.

4. You will then have two months to develop a business proposal for a real-life client organization.

5. After the project is over, you will receive an X-Culture Global Business certificate. Furthermore, members of the best teams will be invited to attend the Academy of International Business Conference (www.x-culture.org/meetings/). The students will meet in person their teammates, present their work, and have a chance to participate the many conference networking and presentation events.

All students receive X-Culture Global Collaboration Experience Certificates and the members of the best teams receive Best Team awards (\$1,000 per team, contingent upon funding availability).

The project will involve a series of tasks that you and your team must complete.

Although you will work in a team, your grade will be largely determined by your INDIVIDUAL performance. X-Culture is an exercise, not a test. This means that your effort and diligence matters more than your knowledge (we have exams to test your knowledge). As long as you complete each task fully and on time, submit your weekly progress updates, and your team members give you high weekly peer evaluations, you will get an excellent grade.

3. Students will be expected to refresh their knowledge of basic geography in order to be better able to discuss and interpret global developments. Similarly, students will be expected to keep up with current economic/geo-political events and be prepared to discuss the events in class.
4. **Exam 1, Midterm, Exam 2 and Final exams.** The exams are a mix of multiple-choice items.
5. **Online Assignments.** The assignments will be located in the Assignments tab on Sakai. The assignments are a blend of written research, application & interpretation questions.

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Course Schedule:

WEEK	Readings: Book Chapters/Sakai Reading Module Location.
1	CKR Chp 1/ CKR Chp 2 / Lexus 1 – 3/Sakai Module 1
2	CKR Chp 3/ /Lexus 4 – 7/Sakai Module 1
3	CKR Chp 4/Sakai Module 1
4	CKR Chp 11/Lexus 8 – 14/Sakai EXAM
5	CKR Chp 12/ Sakai Module 2
6	CKR Chp 13/ CKR Chp 14/Sakai Module 2 Quiz 1 (if class numbers are high)
7	CKR Chp 15/ CKR Chp 16/BOP 1 – 5/Sakai Module 2
8	Midterm Exam
9	CKR Chp 5 / CKR Chp 6/Sakai Module 3
10	CKR Chp 7/ CKR Chp 8/Sakai Module 3
11	Project Reviews
12	CKR Chp 9/ CKR Chp 10/Sakai EXAM
13	CKR Chp 17/Sakai Module 4
14	Project Finalization**. Quiz 2 (if class numbers are high)
15	Sakai Module 4/ Project Presentations (Project DUE) **
16	Final

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POLICY INFORMATION

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(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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”
(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>).

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

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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” (<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>).

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” (<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>).

Assignment Submission Procedure:

All assignments are to be submitted via the assignment turnitin dropbox located in the Sakai classroom. Note the due dates of all assignments. Every day that an assignment is late results in 5 points being deducted per late day from the assignment score. X-culture must follow X-culture procedures as laid out in the X-culture manual.

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Classroom/Online Etiquette Procedure:

Classroom Etiquette

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 in light of 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.

Online Etiquette

- **Make the Connection.** Electronic communication (email, discussion forums, etc.) is how you share ideas with other participants in this course. Online environments can separate the person from the ideas received in this course. Remember, like you, someone is on the other side of an email or discussion posting. Communicate with fellow participants as you would in a face-to-face course.
- **Be Professional.** Your coursework is more than learning facts; you are preparing for a career. You are learning to interact with your fellow course participants as you would in your future professional life. Your conduct in this course should reflect this. Your communication should follow standard rules for grammar and spelling (unless in an online chat) and be clear, concise and intelligent.
- **Have Opinions.** Everyone is entitled to have an opinion. In discussion forums, everyone is encouraged to share them.
- **Respect Disagreement.** People have the right to disagree with you. However, disagreement should never be personal. Online discussions are a means to share ideas and practice the skill of persuasion. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Review your posts before you publish and reread them for unintended meanings.
- **Ask Questions.** Cultural influences can influence communication in terms of phrasing and word choice. The lack of visual and auditory clues may affect meaning, as well. Before jumping to conclusions, ask for clarification.
- **Be Forgiving.** For the majority of participants, online communication is straightforward. Sometimes unintended meanings are conveyed.

Policy/Procedure Related to the Department:

All written assignments are required to follow the current APA style of citing and referencing. All end of term presentations requires students to be dressed in business attire.

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Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 306 Corporate Finance
Number of Credits: 2
Days and Times: Tuesdays & Thursdays. 11.30 AM to 12.45 PM
Semester and Year: Fall 2021
Classroom Location: Online (Zoom)
Pre-requisite(s): ACCT 351, ECON 201, 202 & BUSI 220

Course Lecturer Name(s): Ms. Zanifa Payne
Course Director Name: N/A

Course Lecturer(s) Contact Information: 473 444 4175 Ext. 3443
Course Director Contact Information: Email: zpayne@sgu.edu

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 (Ground floor -AQAU)
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>

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.

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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 analyze 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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- 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: Principles of Managerial Finance 14th Edition by Lawrence Gitman (On ProQuest)

Supplementary Readings/Resources:

Calculator: Basic Calculator on computer and

BAII Plus by Texas Instruments

Software: Microsoft Excel

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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 polls, activities, and pop quizzes.
4. Forums on Sakai: Students are to participate in the forum discussions for both original posts and replies on the platform and not via email. Late submittals will not be accepted.
4. Quizzes: There will be four (4) announced quizzes, each taken during the class session, 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.

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. **Attendance on campus is compulsory to take this exam**. 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. **Attendance on campus is compulsory to take this exam**. 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:

[Click or tap here to enter text.](#)

Course Grading Requirements	Percentage of Final Grade	Date
Attendance & Participation	12%	
Forum Discussions on Sakai	8%	
Quizzes	20%	See Calendar
Midterm	15%	Midterm Week

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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

- 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 10: Capital Budgeting Techniques – Three sessions
- Chapter 11: Capital Budgeting Cash Flows – Four Sessions

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(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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Assignment Submission Procedure:

Assignments: Homework should be delivered in the Assignments area in MyCourses.

All course work must be completed in full 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.

Late submittals will NOT be accepted by email. Post late assignments to your personal DROPBOX on Sakai found under LESSONS

A 10% point deduction is applied for every day an assignment is late without a valid excuse.

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:

- For online sessions, 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. Quizzes and Exams will be proctored so a functioning video is required on your device. Tablets will not be allowed for the completion of quizzes and exams.
- 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).
- 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.

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/Procedure Related to the Department:

N/A

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*.



Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 310 Human Resource Management
Number of Credits: 3
Days and Times: Mon, Wed, Fri 4:30 – 5:20pm
Semester and Year: Fall 2021
Classroom Location: Click or tap here to enter text.
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
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 Recourse Management, Global Edition Sample Syllabus 2015 Pearson Education)

Course Objectives:

1. Define the roles and activities of a company's human resource management function.

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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

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%

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*.

- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 64.4% or less

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.

Course Schedule:

Week	Topic	Chapter
1	Introduction to HRM (Aug 16 th , 2021)	1

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	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 4th – 8th)	
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 29th – 3rd)	

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”
(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic->

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*.

policies/plagiarism-policy/

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

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.

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.

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

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 **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 319
Number of Credits: 3 credits
Days and Times: Tues./Thurs (4:00pm – 5:15pm)
Semester and Year: Fall 2021
Classroom Location: Zoom online
Pre-requisite(s): MATH 220

Course Lecturer Name(s): Dr. Curlan Gilchrist
Course Director Name: Dr. Curlan Gilchrist

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

Course Lecturer(s) Office Hours: Mon & Fri: 3:00pm - 4:00pm (Appointment)
Course Director Office Hours: Mon & Fri: 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:

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*.

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 using 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% |

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Course Requirements:

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

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Expected Monetary Value
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

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Decoupling Function
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

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

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:

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 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/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.

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.

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.

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 Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 320 International Business Law
Number of Credits: 3 Credits
Days and Times: TUE & THU 10:00 – 11:15 am
Semester and Year: Fall 2021
Classroom Location: WH – B1B & Online
Pre-requisite(s): BUSI - 210

Course Lecturer Name(s): Claudette Joseph
Course Director Name: N/A

Course Lecturer(s) Contact Information: CJoseph6@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Tuesday and Thursday (by appointment)
Course Director Office Hours: N/A

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

Course Support: Tracy Fortune, email: TFortune@sgu.edu ext. 2273

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 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

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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).

Course Objectives:

1. Distinguish between public international law and private international law;
2. Appreciate the role of international organizations in regulating international businesses (especially via treaties/conventions and other private agreements)
3. Appreciate the policy differences which inform international business law across countries/regions;
4. Understand more generally the legal issues and implications associated with certain business practices, for the operations and decision-making processes of international businesses.

Student Learning Outcomes:

1. Identify and evaluate the legal (and political) environment which impacts international business transactions;
2. Identify and analyse the laws and policies of relevant international organisations which may be of legal significance for any of the focused areas;
3. 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;
4. Formulate an argument based on facts and legal rules/principles;
5. Identify the various methods/options for resolving disputes, while assessing the relative merits of each and;
6. Express facts, principles and arguments in writing and oral presentations

Program Outcomes Met By This Course:

M-PO-4 Demonstrate knowledge and skills related to global issues in a social, economic, legal and environmental context.

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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: Ray August et al (2013)., International Business Law: Text, Cases and Readings 6th Ed. Pearson/Prentice Hall

Supplementary Readings/Resources: Where appropriate, additional reference materials will be provided during lectures or tutorials

Course Grading Requirement:

<u>Course Component</u>	<u>Percentage allocated</u>
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

Course Requirements:

Active class participation
Individual assignments and presentations
In class assignments and quizzes
Group assignments and presentations
midterm and final exams

Course Schedule:

Topics to be covered:

1. International Business Law: Nature, meaning and Scope
2. International trade: Trade measures and Customs
3. Legal implications of the Caribbean Single Market & Economy
4. International sales: International Sales Contracts

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5. Transportation and Logistics: INCOTERMS
6. Letters of Credit
7. Multinational Enterprises and FDI: International law provisions
8. Intellectual Property, Licensing and Franchising
9. Dispute settlement

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 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

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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.

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: BUSI 324 Consumer Behavior
Number of Credits: 3 credits
Days and Times: Tuesday & Thursday 2:30 – 3:45pm
Semester and Year: Fall 2021
Classroom Location: D2B
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: By Appointment
Course Director Office Hours: By Appointment

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 and behavior. It will

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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:

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

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.
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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 and other major deadlines accordingly.

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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. Final project to be submitted Thursday 2nd November 2021.

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.

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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.

However, college students everywhere often enter into heated debates and discussion where too many 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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Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 343 Law of Hospitality and Tourism

Number of Credits: 3

Days and Times: Mon & Wed 5:30 – 6:45 pm

Semester and Year: Fall 2021

Classroom Location: SGH-SD1 & Online

Pre-requisite(s): BUSI – 210 Business Law

Course Lecturer Name(s): Alana Twum-Barimah

Course Director Name: (Same)

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

Course Director Contact Information: (Same)

Course Lecturer(s) Office Hours: 4:45 – 6:30 pm. Tuesday, Thursday and Friday

Course Director Office Hours: (Same)

Course Lecturer(s) Office Location: N/A

Course Director Office Location: N/A

Course Support: Tracy Fortune: TFortune@sgu.edu 444-4175 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>

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:

The purpose of this course is to introduce students to the fundamental laws, regulations and policy that impact the tourism and hospitality industry. Referring to legal environment, it is intended to have general application to all aspects of the industry, including food service, travel, and lodging. Through a combination of lectures, case studies and tutorials, this course is intended to develop an awareness and understanding of the importance of the legal environment for the management function in the tourism and hospitality industry.

Course Objectives:

The objectives of this course are for the student to be able to:

1. Apply the principles of contract law to the area of Hospitality and Tourism;
2. Apply the principles of Tort Law to prevent negligence in the area of Hospitality and Tourism;
3. Understand the legal responsibilities of hotel managers to their guests and their property;
4. Understand the responsibilities of hotel managers when serving food and beverage;
5. Understand and apply the legal principles governing the employee and employer relationship in the Hospitality Industry;
6. Understand the fundamentals of property law and its applicability to Hospitality and Tourism;
7. Understand the legal elements of Travel and Tour Tourism;
8. Identify the different business structures in Hospitality Law.

Student Learning Outcomes:

On Course Completion students should be able to:

1. Understand and explain the basic contractual terms that are used in the Hospitality industry.
2. Identify, assess and draw conclusions regarding real life tortious acts arising in the hospitality industry.
3. Apply their understanding of the law to the issues that arise between hotels, their guests and their property.
4. Apply their understanding of property law to effectively purchase, lease or rent property.
5. Describe the duty of the Hotelier in the management of food and beverage and be able to apply this learning to real life situations.
6. Explain legal issues arising in Travel and Tour Tourism and understand the relevance of this area of law in the Caribbean context.
7. Apply their legal knowledge to effectively hire, manage and dismiss/discipline employees.
8. Demonstrate an understanding of the strengths and weaknesses of the various business structures in hospitality industry.
9. Overall, students should be able to apply their legal understanding to real life scenarios and cases pointing out the salient issues and drawing guided conclusions based on the law.

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Program Outcomes Met By This Course:

The main outcome of this course is for students to be able to utilise the legal knowledge gained to effectively manage legal issues within the hospitality industry.

The course should further give students the legal knowledge to help them to avoid the pitfalls that arise when management is not sufficiently aware of the legal implications of their actions. It is intended to provide students with the necessary tools to carry out their managerial functions in conformity with the law.

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: Jefferies, J. and Brown, B., 2010. *Understanding hospitality law*. Lansing, Mich: American Hotel & Lodging Educational Institute.

Supplementary Readings/Resources: Caribbean Cases and relevant laws of Grenada will be provided to students.

Course Grading Requirement:

Attendance and participation	10%
Assignments	25%
Midterm	20%
Group Project	20%
Final Exam	25%

Course Requirements:

This course encourages a collaborative approach with ample real life situational examples which will foster discussions and learning through guided research. Students must therefore endeavour to:

1. Review material provided prior to the class;
2. Engage in meaningful discussions and research on the relevant topic being discussed;
3. Follow carefully the instructions provided for the completion of assignments;
4. Engage the instructor if there are any areas of the course presented that require clarification.

Course Schedule:

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Week	Topic	Additional Information Chapters from Assigned Text
Wk. 1	Overview of the law of Hospitality and Tourism <ul style="list-style-type: none"> ○ Brief history of the Law of Hospitality and Tourism ○ Hospitality Business Structures 	Part 1: Pages 1 – 9
Wk. 2	The Hotelier and the law of Contract <ul style="list-style-type: none"> ○ Review of key aspects of contract law ○ Overview of contractual terms relevant to the hospitality industry ○ Case study and discussion 	Part 1: Pages 13-17
Wk. 3	The Hotelier and the law of Tort and Negligence <ul style="list-style-type: none"> ○ Introduction to the Law of Tort ○ Overview of negligence and other tort claims that may arise in the hospitality industry ○ Case study and discussion Assignment No. 1	Part 1: Pages 21-26
Wk. 4	Hotel-Guest Relationship <ul style="list-style-type: none"> ○ The hotel’s duty to receive guests and its right to refuse guests ○ Guest reservations ○ Conventions and Group Contracts with Hotels ○ Case study and discussion 	Part II: Pages 35-121
Wk. 5	Hotel-Guest Relationship <ul style="list-style-type: none"> ○ Guests right to privacy ○ The hotel’s right to evict a guest or patron ○ Hoteliers duty to the differently abled guests ○ The hotel’s duty to protect guests ○ Case study and discussion 	Part II: Pages 35-121
Wk. 6	Hotel -Guest Relationship <ul style="list-style-type: none"> ○ The hotel’s liability regarding guest’s property ○ The hotel’s liability for loss of property of non-guests. 	Part III: Pages 125 - 239

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	<ul style="list-style-type: none"> ○ Safekeeping facilities ○ Case study and discussion 	
Wk. 7	Fraud, criminal activities at a hotel and the death of a guest of a hotel <ul style="list-style-type: none"> ○ Fraud against hotels and crimes of trespass ○ Dealing with the death of a guest/customer ○ Case study and discussion 	Part III: Pages 239-260
Wk. 8	MIDTERM Week October 4th – 8th	
Wk. 9	Responsibilities of the Restaurant/Hotel Manager when serving food and beverage <ul style="list-style-type: none"> ○ Serving food ○ Truth in menus ○ Serving alcohol ○ Case study and discussion Group Project Assignment (Monday Class Session)	Part IV: 261-291
Wk. 10	Legally managing property and the importance of insurance in the hospitality industry <ul style="list-style-type: none"> ○ Introduction to Property Law ○ Purchasing Property ○ Leasing Property ○ Respecting Intellectual Property Rights ○ Case study and discussion 	References will be provided.
Wk. 11	Legally managing property and the importance of insurance in the hospitality industry continued Power Point Presentations for Group Project Discussion and Feedback on Group Project presentations (Wednesday Class session)	References will be provided.
Wk. 12	Legal principles governing employer/employee relationship in hospitality and tourism <ul style="list-style-type: none"> ○ Legally hiring employees ○ Legally managing employees ○ Legally applying disciplinary measures 	Part V: 293-300

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	<ul style="list-style-type: none"> ○ Occupational health and safety issues ○ Case study and discussion <p>Assignment No. 3</p>	
Wk. 13	<p>The legal characteristics of travel and tour tourism</p> <ul style="list-style-type: none"> ○ Travel and tourism ○ Travel Agents and Tour Operators ○ Online Travel Sales 	References will be provided.
Wk. 14	<ul style="list-style-type: none"> ○ Prevention Philosophy ○ Ethical issues in the Hospitality Industry ○ Managing relationships with legal practitioners who represent the Hotel/Restaurant/Business entity ○ Understanding the regulatory environment in the hospitality industry in Grenada ○ Case study and discussion 	References will be provided.
Wk. 15	Review of topics covered/ Revision Week	
Wk. 16	<p>Final Exam (End of Semester)</p> <p>Nov 29th - Dec 3rd</p>	

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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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.

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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.

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 behaviour 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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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 2021
Classroom Location: TBD
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.

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 = 64.4% or less

Course Materials:

Text: Research Methods for Business Students (5th edition) by Mark Saunders, Phillip Lewis and Adrian Thornill (Pearson/Prentice Hall).

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*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)*

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:

Click or tap here to enter text.

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		

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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
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	Quantitative Analysis Assessment	

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>).

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:

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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 2021
Classroom Location: TBD
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 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.

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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.

Supplementary Readings/Resources: Assigned articles and case studies (Posted on Sakai and handed out in class)

Course Grading Requirement:

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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, in-class activities, homework assignments and quizzes: 20%
- b. Midterm exam: 20%
- c. Case study analyses & team presentation: 20%
- d. Simulation Exercise: 20%
- e. Final Exam: 20%

Course Requirements:

Click or tap here to enter text.

Course Schedule:

Click or tap here to enter text.

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		

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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			
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	

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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	
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	In-class quiz, exam preparation Team Presentations for Simulation
Week 16			
Week 16		Final Examination	

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Attendance Requirement

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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”
(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>).

Examination Attendance

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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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. 9.30 to 10.45 am
Semester and Year: Fall 2021
Classroom Location: F A 3
Pre-requisite(s): BUSI 306

Course Lecturer Name(s): Dr. Brian Francis
Course Director Name: Dr. Brian Francis

Course Lecturer(s) Contact Information: 473 444 4175 Ext. 3443
Course Director Contact Information: Email: BFrancis@sgu.edu

Course Lecturer(s) Office Hours: Tuesdays & Thursdays 10am-1pm and 2:30pm to 4:30pm or by appointment via email.

Course Director Office Hours: As above

Course Lecturer(s) Office Location: Building C, Business and Management Studies Department

Course Director Office Location: As above

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 ideas for understanding financial issues relevant to firms operating in an increasingly globalized business environment. Broad concepts will be emphasized along with real-world applications to equip students with the theoretical and analytical tools necessary for financial decision-making by firms wishing to compete in the global business environment.

Course Objectives:

The broad objective of the course is to introduce students to some of the current issues in international finance that will aid in enhancing your understanding of present debate with respect to issues such as balance of payments, exchange rates, the international monetary system, capital flows, and international

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adjustments and stabilization.

Specifically, the course is designed to:

1. Acquaint students with theoretical and practical issues in international finance.
2. Develop a critical awareness of theories and problems as they relate to small, open economies like those in the Caribbean.
3. Enhance understanding of the compilation and analysis of Balance of Payments (BOP) statistics and their usefulness for firms participating in international trade
4. Aid your understanding of exchange rates, their determination and usefulness in relation to international competitiveness and their relationships to the value of domestic currencies.
5. Introduce students to the International Monetary Arrangements and its evolution.
6. Broaden your knowledge of international Capital Flows and their significance to Developing Countries.
7. Explain the process of International Adjustment and Stabilization with specific focus on the experiences of Caribbean countries.

Student Learning Outcomes:

1. Research, collect and interpret financial data, then use this information to make sound financial decisions.
2. Effectively communicate the findings of research through reports and presentations that firms can use to make solid financial decisions.

Program Outcomes Met By This Course:

1. Ability to propose business solutions through the use of theories, research and analytical skills.
2. Utilize knowledge and skills related to financial issues that are applicable to firms participating in business in the global environment.

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: Multinational Finance: Evaluating the Opportunities, Costs, and Risks of Multinational Operations, Kirt C Butler, 6th Edition, Wiley.

Supplementary Readings/Resources: To be assigned throughout semester

Course Grading Requirement:

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Course Grading Requirements	Percentage of Final Grade	Date
Attendance	10%	
Forum Discussions on Sakai	10%	
Participation in Class	5%	
Midterm	15%	1 Week following the completion of the second topic on Exchange Rates
Assignments	40%	See Calendar
Comprehensive Final	20%	Finals Week
TOTAL	100%	

Course Requirements:

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 those assigned throughout the semester, and be prepared to discuss the material in class or in the forum. 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 BFrancis@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 forum discussions.
4. Midterm to be administered on ExamSoft and MS Excel. More details will be given in class.
5. Assignments: Assignments must be your own work and submitted as advised by the instructor. These assignments will be group activities.
6. Comprehensive Final Exam to be administered on ExamSOFT and MS Excel. More details will be given in class.

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. Here is the plan:
Topics to be covered in the course include:

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Weeks 1-5: The Balance of Payments
Weeks 6-10: Exchange Rates
Week 11: Midterm
Weeks 12-13: International Monetary Arrangements
Week 14: Capital Flows and Developing Countries
Weeks 15-16: International Adjustment and Stabilization

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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

[\(https://www.sgu.edu/studentmanual/university/general-policies/attendance/\)](https://www.sgu.edu/studentmanual/university/general-policies/attendance/)

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”

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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”

[\(https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/\)](https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/)

Assignment Submission Procedure:

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.

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:

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:

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 412, Global Logistics
Number of Credits: (3 Credits)
Days and Times: Tuesday / Thursday @ 2:30pm – 3:45p
Semester and Year: Fall 2021
Classroom Location: Online
Pre-requisite(s): BUSI 327 International Trade Regulation

Course Lecturer Name(s): Dr. Reccia Charles
Course Director Name: Dr. Reccia Charles

Course Lecturer(s) Contact Information: Phone: 444.4175 ext 3260, Fax: 473.444.1655,
Email: rcharles1@sgu.edu

Course Director Contact Information: Phone: 444.4175 ext 3260, Fax: 473.444.1655, Email:
rcharles1@sgu.edu

Course Lecturer(s) Office Hours: By appointment via Zoom

Course Director Office Hours: M/W/F: 11a-12:30 & 3p-4:30p, T/Th: 4p-5p

Course Lecturer(s) Office Location: Windward Hall 2nd Floor

Course Director Office Location: Windward Hall 2nd Floor

Course Support: Mary Celestine MCElesti@sgu.edu X3863

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

Online Classroom: <http://mycourses.sgu.edu>

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: This course provides an overview of global logistics, including an introduction to importing and exporting, global sourcing, facility location, inventory management, customs issues, export-import activities and the role of governments. This course focuses on the transportation of goods. Global Logistics will familiarize students with the role of International Logistics in the context of Supply Chain management. Students will learn how Logistics impact in other areas of International Supply Chain Management, Methods of Entry into Foreign Markets, Incoterms, International Commercial Documents, logistics security, material handling, customs clearance and International Insurance. Additional areas covered in Global Logistics may include International Modes of Transportation, international contracts, Packaging, and Security. Today, companies seek professionals who can manage their increasingly global supply chains. This course therefore covers the main organizational, operational, and strategic aspects of managing international supply networks. A series of concepts, frameworks, and analytic tools are provided to better plan and integrate supply chain components into a coordinated system, with an emphasis on key trade-offs and risks. The focus is on supply chain design and delivery systems, the role of third party logistics providers, strategic alliances, and risk management.

Course Objectives:

1. To familiarize students with the basic logistics concepts (INCOTERMS) and the terminology used in the global logistics field.
2. Examination of the role that logistics plays with the rest of the corporate & small/medium enterprise functions.
3. Examination and Analysis of the logistics functions interface with Order Management, Inventory Control, International Transportation, and International Distribution channels as integral part of the supply chain.
4. Assessment of the strategic challenges of material sourcing, reverse logistics and material production as a means of supply chain strategies.
5. Identify and understand the regulatory, political & economic frameworks that govern the global movement of goods.

Student Learning Outcomes: Upon successful completion of this course students should be able to:

- Design an integrated supply chain with product and process development: demonstrate integrative plans for global product development with plans for global supply chain design.
- Identify the forces that influence supply chain structure: how supply chain structures change, how supply chain structures and industry structures overlap, and how these structures are affected by the speed of change in your industry.
- Formulate supply chain design using supply chain management and logistics.
- Operate Supply Chains in the age of e-commerce.
- Apply global supply chain design in business strategy.
- Define, identify and choose the appropriate segments of global logistics for your business.
- Identify and evaluate the role of all logistical parties and intermodal activities.
- Apply advanced shipping terminology, including warehousing, inventory control, material handling, transportation modes, INCOTERMS.
- Analyze financial terms, and the role of government in logistics and the importance of security in transportation.
- Analyze freight forwarding options; analyzing and selecting the proper mode of transportation consistent with the goods being transported.
- Distinguish between the types of documentation needed and understand the importance of proper documentation, compliance, the role of the third party in financing, boycotts, embargoes, NAFTA, CARICOM, CARIFORUM-EPA and other consortia.
- Arrange, calculate and coordinate the transportation of goods globally.

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Program Outcomes Met by This Course: Demonstrate an understanding of political, management, economic, legal and financial issues as they affect international business decisions. (IBO 1)

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 TEXTBOOKS LOCATED AT <https://ebookcentral.proquest.com/lib/squgd> which completes the first stage of the process. You are now free to use over 6,000 books under the Education Compete library. Additionally, you can logon via Founders Library and look for Proquest Ebook Central to locate your texts.

Text:

Required:

Contemporary Logistics. 12th Edition

Author: Paul R. Murphy jr & A. Michael Knemeyer

Supplementary Readings/Resources: **Global Logistics Readings supplied via Sakai Modules.**

The Economist

Availability: Founders Library

How to Export

Availability: Founders Library

Course Requirements and Percent of Grade:

Composition of final grade:

Exam 1	10%
Midterm (I)	20%
Exam 2	10%
Final (I)	20%
Group Project (G)	20%
Case Discussion (G)	<u>20%</u>
	100%

KEY: (I) = Individual Activity (G) = Group Activity

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Course Requirements:

1. This is a seminar course. 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 in light of your own experience and knowledge. Each of you has much to contribute and I expect you to do so! Attendance is mandatory.
2. **Group project.**
Import/Export exercise: Groups will be made up of 4 students each. The project guidelines: The purpose of the paper is to demonstrate that you can apply principles of logistical analysis to complex, real-life issues. Import/Export Operations and Logistics will be performed throughout the semester. Students will be expected manage the supply chain of a fictitious line of Importers/Exporters. The teams will need to make decisions about their facility location, warehousing, packaging/materials handling, transportation, inventory methods, production planning, and other supply chain decisions. The teams will be highlighting the physical logistics and major issues inclusive of the documentation requirements of their Import/Export operations.
The final reports will be due November 28 via the Sakai Dropbox. The written materials should be free of grammatical errors, spelling errors, and typos, and should follow consistently a standard reference format (*APA Style*); the report should be documented and the bibliography should be comprehensive, from a variety of sources, and with an emphasis placed on recent sources (at least 5 ranging from 2015 onwards). The course project should integrate the knowledge gained from the assigned readings, lectures, outside research, and the student's own professional expertise as a viable university level approach in addressing the major issues that confronts the international logistics manager. The project report should be between 6 and 8 pages long (Font: Times, 12; Line Spacing: 1.5). **Students are required to provide periodic updates to the instructor prior to the submission of the final projects.**
3. Students will be expected to refresh their knowledge of basic geography in order to be better able to discuss and interpret global developments. Similarly, students will be expected to keep up with current economic/geo-political events and be prepared to discuss the events in class.
4. **Exam 1, Midterm, Exam 2 and Final exams.** The exams are a mix of multiple-choice items.
5. **Case Discussion.** Case teams will be made up of 4 students each. This team class exercise is designed to provide you with a sound understanding of how companies that engages in international business apply the concepts discussed in class to make real-life cross-cultural management decisions. Your team assumes the role of lead consultants that will advise the case company on the critical issues presented, choosing a course of action from the analysis and explicitly considering and rejecting plausible alternative courses because of the analysis. The teams will be developing a plan by which the desired action may be implemented within the constraints of the company, people and national contexts. All students must keep up with the readings in both the text and the Sakai reading modules, and **be prepared to discuss the assigned reading material and cases in class**. Read critically, evaluating in light of your own experience and knowledge.

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Tentative Course Schedule:

WEEK	Readings: Book Chapters/Cases/Sakai Reading Module Location.
1	Chp 1/Sakai Module 1
2	Chp 2/Sakai Module 1
3	Chp 3/Sakai Module 1
4	Chp 4/Sakai Module 1 EXAM 1
5	Chp 5/Sakai Module 2
6	Chp 6/Sakai Module 2
7	Chp 7/Sakai Module 2
8	Midterm Exam
9	Chp 8/Sakai Module 3
10	Chp 9/Case 1 & 2/Sakai Module 3
11	Chp 10 / Project Reviews
12	Chp 11 & 12/Case 3 & 4/Sakai Module 4 EXAM 2
13	Chp 13/Case 5 & 6/Sakai Module 4
14	Case 7 & 8 / Project Finalization
15	Chp 14/Sakai Module 4/ Project Presentations (Project DUE)
16	Final Exam

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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.

Attendance Policy:

Attendance Requirement

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Examination Attendance

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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” (<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>).

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 policy

All assignments are to be submitted via the assignment turnitin dropbox located in the Sakai classroom. Note the due dates of all assignments. Every day that an assignment is late results in 5 points being deducted per late day from the assignment score.

Classroom Etiquette

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 in light of 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.

Online Etiquette

- **Make the Connection.** Electronic communication (email, discussion forums, etc.) is how you share ideas with other participants in this course. Online environments can separate the person from the ideas received in this course. Remember, like you, someone is on the other side of an email or discussion posting. Communicate with fellow participants as you would in a face-to-face course.
- **Be Professional.** Your coursework is more than learning facts; you are preparing for a career. You are learning to interact with your fellow course participants as you would in your future professional life. Your conduct in this course should reflect this. Your communication should follow standard rules for grammar and spelling (unless in an online chat) and be clear, concise and intelligent.
- **Have Opinions.** Everyone is entitled to have an opinion. In discussion forums, everyone is encouraged to share them.
- **Respect Disagreement.** People have the right to disagree with you. However, disagreement should never be personal. Online discussions are a means to share ideas and practice the skill of persuasion. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Review your posts before you publish and reread them for unintended meanings.
- **Ask Questions.** Cultural influences can influence communication in terms of phrasing and word choice. The lack of visual and auditory clues may affect meaning, as well. Before jumping to conclusions, ask for clarification.
- **Be Forgiving.** For the majority of participants, online communication is straightforward. Sometimes unintended meanings are conveyed.

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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 and Thursday 2:30 PM to 3:45 PM
Semester and Year: Fall 2021
Classroom Location: TBD
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,

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production planning and scheduling, workforce 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 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.

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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 = 64.4% or less

Course Materials:

Text Operations Management: Sustainability and Supply Chain Management (13th Edition) Jay Heizer, Barry Render and Chuck Munson (Pearson/Prentice Hall) Note: Other editions may be used by students, although case examples in the various editions may be different.

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. Midterm exam: 20%
- b. Case study analyses (or Group project): 20%
- c. Simulation (or Group project): 15%
- d. Attendance, in class activities Homework and quizzes: 25%
- e. Final Exam: 20%

Course Requirements:

[Click or tap here to enter text.](#)

Course Schedule:

[Click or tap here to enter text.](#)

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

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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)	
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,	<i>Assignment to construct quality management tools (Fishbone Diagram, Pareto Charts)</i>

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	Total Quality Management, Quality Management Tools)	
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		

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topic 10	Aggregate Planning Chp. 13	In-class exercise on Aggregate Planning calculations.
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.

Attendance Policy:

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Attendance Requirement

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(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>).

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>).**

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” **(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>).**

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

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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

Grenada, West Indies

Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 417 Management Across Cultures
Number of Credits: (3 credits)
Days and Times: Tues/Thurs @ 1:00pm-2:15pm
Semester and Year: Fall 2021
Classroom Location: Online
Pre-requisite(s): BUSI 301 Organizational Behavior & 304 International Business

Course Lecturer Name(s): Dr. Reccia Charles

Course Director Name: Dr. Reccia Charles

Course Lecturer(s) Contact Information: Phone: 444.4175 ext 3260, Fax: 473.444.1655, Email: rcharles1@sgu.edu

Course Director Contact Information: Phone: 444.4175 ext 3260, Fax: 473.444.1655, Email: rcharles1@sgu.edu

Course Lecturer(s) Office Hours: By appointment via Zoom

Course Director Office Hours: M/W/F: 11a-12:30 & 3p-4:30p, T/Th: 4p-5p

Course Lecturer(s) Office Location: Windward Hall 2nd Floor

Course Director Office Location: Windward Hall 2nd Floor

Course Support: Mary Celestine MCElesti@sgu.edu X3863

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

Online Classroom: <http://mycourses.sgu.edu>

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COURSE CURRICULUM INFORMATION

Course Description:

Cross Cultural Management provides a theoretical and practical framework of analysis for examining the meaning of culture globally. Focusing on the analysis of national and organizational cultures and the impact of individual behaviors, thereby allowing managers to successfully manage in different countries and different populations. The course examines management theory of culture and cross-cultural issues and relationships, and the practical means of managing cultural differences.

Course Objectives:

1. Cross-cultural management issues and themes as well as exploration of the key theorists.
2. Understand the components of all cultures and apply cultural knowledge to the management process.
3. The nature and meaning of culture from different theoretical perspectives.
4. Management issues in a cross-cultural context.
5. Ethics and values in cross-cultural management.
6. Improve your understanding of
 - a. –International management
 - b. –International management research
 - c. –Cultural influences
7. Expand your capabilities regarding all learning objectives
8. Apply research skills to International Management
9. Recognize challenges facing decision makers

Student Learning Outcomes:

By the end of the course, the students should have acquired a working knowledge of the following and should be able to:

1. identify the complex, multi-dimensional socio-cultural factors inherent in international business
2. evaluate the philosophies and practices of management in different nations (& cultures), and sub-sectors of nations
3. have insight into their own national cultural background and their specific sub-cultural values and norms
4. negotiate with foreign nationals judiciously
5. work successfully in most foreign assignments themselves
6. competently deal with foreign nationals in their home country
7. serve as a third country national and deal with third country nationals.

Program Outcomes Met By This Course:

- Demonstrate an understanding of political, management, economic, legal and financial issues as they affect international business decisions. (IBO 1)
- Demonstrate an awareness of cross cultural differences and analyze its significance for the development and implementation of alternative management techniques applicable to varying cultures. (IBO 3)

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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:

COURSE TEXTBOOKS LOCATED AT <https://ebookcentral.proquest.com/lib/sguqgd> which completes the first stage of the process. You are now free to use over 6,000 books under the Education Compete library. Additionally, you can logon via Founders Library and look for Proquest Ebook Central to locate your texts.

Text:

Required:

**INTERNATIONAL Management:
Managing Across Borders & Cultures. 9th Edition
Author: Helen Deresky**

**Cultures & Organizations – Software of the Mind:
Chapter 1**

Authors: Hofstede & Hofstede
Availability: Founders Library

Supplementary Readings/Resources: **Management Across Cultures Readings** supplied via Sakai Modules.

The Economist

Availability: Founders Library

Course Grading Requirement:

Composition of final grade:

Exam 1	10%
Midterm (I)	15%
Exam 2	10%
Final (I)	20%
Cultural Reflection (I)	05%
Group Project/X-culture Global Collab(G)	20%
Group Project/Management Design (G)	10%
Case Discussion (G)	10%
	100%

KEY: (I) = Individual Activity (G) = Group Activity

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Course Requirements:

1. This is a seminar course. 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 in light of your own experience and knowledge. Each of you has much to contribute and I expect you to do so! Attendance is mandatory.
2. **Group projects.**

A: International Management Design: Groups will be made up of 4-5 students each. **The project guidelines are located on Page 432 of the 7th edition and on page IC-1 of the 8th edition of the Deresky text. The final reports will be due November 28 via the Sakai Dropbox.** The written materials should be free of grammatical errors, spelling errors, and typos, and should follow consistently a standard reference format (*APA Style*); the report should be documented and the bibliography should be comprehensive, from a variety of sources, and with an emphasis placed on recent sources (at least 5 ranging from 2015 onwards). The course project should integrate the knowledge gained from the assigned readings, lectures, outside research, and the student's own professional expertise as a viable university level approach in addressing the major issues that confronts the international manager. The project report should be between 6 and 8 pages long (Font: Times, 12; Line Spacing: 1.5). **Students are required to provide periodic updates to the instructor prior to the submission of the final projects.**

B: X-Culture Global Collaboration: International Management Consulting

The students in this course will have an opportunity to gain first-hand experience in international business collaboration and business consulting.

X-Culture is a large-scale international experiential learning project. Each semester, over 4,000 students from 120 universities in 40 countries participate in the project.

You will be working in an international team of 5-6 people for about eight weeks. Every semester, we select several companies that present their real-life international business challenges. Your team will have to select one of those challenges and suggest your solution. The detailed list of tasks to be completed for each challenge is provided in the [Challenge Instructions](#) (access code 20192a).

For more on the project, visit www.X-Culture.org.

To complete the X-Culture Project, please follow the following steps:

1. Review project materials on this page: <http://www.x-culture.org/2020-2a> (access code: 20212a)
2. Around **August 20**, you will receive an X-Culture Welcome Letter that includes your personal Readiness Test link. You will be asked to complete a test that will check if you've reviewed the materials from #1. The test will take about 30 min to complete and must be completed by **August 26**.

95% of all students pass the test the first time, another 3% pass on the second try. As long as you carefully review the project materials, you should have no difficulties passing the test. If you fail the test, you will still have to complete the test, but you will have to work individually, not in an international team.

3. **As long as you pass the Readiness Test, on August 26 you will receive the names and contacts of your team members. There will be 5-6 team members from different countries.**

If you fail the test, you will be given another chance. If you fail again, you will have to complete the project individually.

4. You will then have two months to develop a business proposal for a real-life client organization.
5. After the project is over, you will receive an X-Culture Global Business certificate.

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Furthermore, members of the best teams will be invited to attend the Academy of International Business Conference (www.x-culture.org/meetings/). The students will meet in person their teammates, present their work, and have a chance to participate the many conference networking and presentation events.

All students receive X-Culture Global Collaboration Experience Certificates and the members of the best teams receive Best Team awards (\$1,000 per team, contingent upon funding availability). The project will involve a series of tasks that you and your team must complete.

Although you will work in a team, your grade will be largely determined by your INDIVIDUAL performance. X-Culture is an exercise, not a test. This means that your effort and diligence matters more than your knowledge (we have exams to test your knowledge). As long as you complete each task fully and on time, submit your weekly progress updates, and your team members give you high weekly peer evaluations, you will get an excellent grade

3. Students will be expected to refresh their knowledge of basic geography in order to be better able to discuss and interpret global developments. Similarly, students will be expected to keep up with current economic/geopolitical events and be prepared to discuss the events in class.
4. **Exam 1, Midterm, Exam 2 and Final exams.** The exams are a mix of multiple-choice items.
5. **Case Discussion.** Case teams will be made up of 2 students each. This team class exercise is designed to provide you with a sound understanding of how companies that engages in international business apply the concepts discussed in class to make real-life cross-cultural management decisions. Your team assumes the role of lead consultants that will advise the case company on the critical issues presented, choosing a course of action from the analysis and explicitly considering and rejecting plausible alternative courses because of the analysis. The teams will be developing a plan by which the desired action may be implemented within the constraints of the company, people and national contexts. All students must keep up with the readings in both the text and the Sakai reading modules, and **be prepared to discuss the assigned reading material and cases in class.** Read critically, evaluating in light of your own experience and knowledge.
6. **Cultural Reflection Paper.** In this class you will be interacting with persons from several diverse cultural backgrounds. Has the readings, lectures, and the x-culture experience changed your way of thinking? Did it conflict with beliefs you held previously, and what evidence did it provide you with in order to change your thought process on the topic of cultural diversity? Did the readings, lectures, and the x-culture experience challenge you socially, culturally, emotionally, or intellectually? If so, where and how?

Please use as many examples and personal experiences as you like, but they must be relevant to the topic of "working with cultural diversity." It is very important that the paper contains your own reflections and thoughts presented in a logical manner; this is not an exercise where I expect you to memorize and repeat information from the lectures etc.!

Since this paper is based on your own personal reflections, you may write the paper in First-Person language (using "I," "me," "my" etc), but please avoid using Second-Person language (using "you," "your" etc).

The paper should be 2 pages, 1.5 line spacing with either Arial 12 or Times New Roman 12.

The final cultural reflection paper Sakai dropbox will be open October 25 and will close on December 2.

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Course Schedule:

WEEK	Readings: Book Chapters/Cases/Sakai Reading Module Location.
1	Chp 1/Case 1/Sakai Module 1
2	Chp 2/Case 2 & 3/Sakai Module 1
3	Chp 3/Hofstede Chp 1/Case 4/Sakai Module 1
4	Chp 4/Case 5/Sakai Module 1 EXAM 1
5	Chp 5/Case 6/Sakai Module 2
6	Chp 6/Case 7/Sakai Module 2
7	Chp 7/Case 8/Sakai Module 2
8	Midterm Exam
9	Chp 8/Case 9/Sakai Module 3 (XCULTURE DUE)
10	Chp 9/Case 10/Sakai Module 3
11	Project Reviews
12	Chp 10/Case 11/Sakai Module 4 EXAM 2
13	Chp 11/Case Red Cross/Sakai Module 4
14	Project Finalization
15	Case Red Cross /Sakai Module 4/ Project Presentations (Project DUE)
16	Final Exam

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

All assignments are to be submitted via the assignment turnitin dropbox located in the Sakai classroom. Note the due dates of all assignments. Every day that an assignment is late results in 5 points being deducted per late day from the assignment score. X-culture must follow X-culture procedures as laid out in the X-culture manual.

Classroom/Online Etiquette Procedure:

Classroom Etiquette

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 in light of 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.

Online Etiquette

- **Make the Connection.** Electronic communication (email, discussion forums, etc.) is how you share ideas with other participants in this course. Online environments can separate the person from the ideas received in this course. Remember, like you, someone is on the other side of an email or discussion posting. Communicate with fellow participants as you would in a face-to-face course.
- **Be Professional.** Your coursework is more than learning facts; you are preparing for a career. You are learning to interact with your fellow course participants as you would in your future professional life. Your conduct in this course should reflect this. Your communication should follow standard rules for grammar and spelling (unless in an online chat) and be clear, concise and intelligent.
- **Have Opinions.** Everyone is entitled to have an opinion. In discussion forums, everyone is encouraged to share them.
- **Respect Disagreement.** People have the right to disagree with you. However, disagreement should never be personal. Online discussions are a means to share ideas and practice the skill of persuasion. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Review your posts before you publish and reread them for unintended meanings.
- **Ask Questions.** Cultural influences can influence communication in terms of phrasing and word choice. The lack of visual and auditory clues may affect meaning, as well. Before jumping to conclusions, ask for clarification.
- **Be Forgiving.** For the majority of participants, online communication is straightforward. Sometimes unintended meanings are conveyed.

Policy/Procedure Related to the Department:

All written assignments are required to follow the current APA style of citing and referencing. All end of term presentations requires students to be dressed in business attire.

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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 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

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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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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:
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

Reccia Charles- rcharles@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.

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.

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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 describe 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 describe 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 describe 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 describe what he/she learnt from the experience, theories and concepts learnt.	Student did not describe 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> (15 Points)</p> <p>-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> (20 Points)</p> <p>-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> (25 Points)</p> <p>-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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Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 420 Leadership
Number of Credits: 3
Days and Times: Mondays, Wednesdays & Fridays. 1.30 to 2.20 pm
Semester and Year: Fall 2021
Classroom Location: SGH – S Dorm 1
Pre-requisite(s): None

Course Lecturer Name(s): Dr. Brian Francis
Course Director Name: Dr. Brian Francis

Course Lecturer(s) Contact Information: 473 444 4175 Ext. 3443
Course Director Contact Information: Email: BFrancis@sgu.edu

Course Lecturer(s) Office Hours: Mondays (10:00am to 1:00pm), Wednesdays (9:00am to 1:00pm) & Fridays (10:00am to 1:00pm) or by appointment via email.
Course Director Office Hours: As above

Course Lecturer(s) Office Location: Building C, Business and Management Studies Department
Course Director Office Location: As above

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:

This course is intended to help develop your own leadership styles and characteristics which you can then use to advance your careers. The course, therefore, will be highly interactive and will afford you the opportunity to be critical of your own perspectives on effective leadership.

Course Objectives:

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. Understand various theories of leadership

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4. Recognize situations of leadership failures.
5. Develop a profile of your own leadership characteristics.

Student Learning Outcomes:

1. Apply Situational Leadership, leader-follower relationships
2. Recognise various types of leadership traits in yourself and other 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 = 64.4% 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 throughout the semester.

Course Grading Requirement:

Two (2) End of Chapter Quizzes (25 points each)	20%
Two (2) Group Presentations (15 points each)	30%
Mid-Term Exam (45 points)	15%
Final Exam (60 points)	25%
<u>Class Participation and Forum Discussions (20 points)</u>	<u>10%</u>
Total	100%

Course Requirements:

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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 groups. These exercises may include case analyses, chapter discussion questions, web exercises, discussion on videos, or a short research project.

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 1: Introductions and Review of the Syllabus

Chapter 1: Understanding Leadership and how it is different from Management

WEEK 2: Chapter 2: Recognising Your Traits

Class Group Exercise #1

WEEK 3: Chapter 3: Engaging Strengths

QUIZ #1: CHAPTERS 1-3

WEEK 4: Chapter 4: Understanding Philosophy and Styles

WEEK 5: Chapter 5: Attending to Tasks and Relationships

WEEK 6: Chapter 6: Leadership Skills and Theories of Leadership

Group Presentation #1

WEEK 7: Chapter 7: Creating a Vision

WEEK 8: MIDTERM EXAM

CHAPTERS 4 - 6 (Date and Time To Be Provided)

WEEK 9: Chapter 8: Establishing a Constructive Climate

WEEK 10: Chapter 9: Embracing Diversity and Inclusion

Class Group Exercise #2

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WEEK 11: Chapter 10: Listening to Out-Group Members

QUIZ #2: CHAPTERS 7-9

WEEK 12: Chapter 11: Managing Conflict

Group Presentation #2

WEEK 13: Chapter 12: Addressing Ethics in Leadership

WEEK 14: Chapter 13: Overcoming Obstacles And Leadership Failures

WEEK 15: Review for Final Exam

WEEK 16: FINAL EXAM

POLICY INFORMATION

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[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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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[\(https://www.sgu.edu/studentmanual/university/general-policies/attendance/\)](https://www.sgu.edu/studentmanual/university/general-policies/attendance/).

Examination Attendance

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[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/).

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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”

[\(https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/\)](https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/).

Assignment Submission Procedure:

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.

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 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:

N/A

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Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 427 Culinary Management
Number of Credits: 3
Days and Times: Tuesday and Thursday; 12:30pm -1:45pm
Semester and Year: Fall 2021
Classroom Location: Blended
Pre-requisite(s): BUSI 426 Food and Beverage Service Management

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 12-2pm; Tues, Thurs 10:00am-11am

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Upstairs Building C
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>

COURSE CURRICULUM INFORMATION

Course Description:

Upon successful completion of this course students will have an applied knowledge of the functioning of the food and beverage production operations. The course will begin by introducing the fundamentals of food and beverage cost control and sales forecasting. Students will culminate this course with an introduction to the culinary arts encompassing preparations of basic soups, sauces, meats, fish fabrication and plate presentation techniques. Students will have an opportunity to learn current issues affecting the culinary industry through interactive sessions and presentations.

Course Objectives:

- 1) Use techniques to calculate and manage the food and beverage cost
- 2) Apply knowledge to effectively determine a sales forecast for the food and beverage dept.

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- 3) Understand how to manage the Food and Beverage Production Process
- 4) Analyze the role of proper knife skills and tools in expeditiously preparing food.
- 5) Use techniques and knowledge of soups, sauces, meat fabrication and other culinary skills in preparing an appetizing meal

Student Learning Outcomes:

Students will be able to –

SL-O 1 Effectively prepare a menu engineering matrix, food cost, yield test and a sales forecast

SL-O 2 Demonstrate knowledge in the creation of standardized recipes

SL-O 3 Demonstrate an understanding of the proper handling of knives

SL-O 4 Comprehend the various preparation methods of sauces, soups, poultry, fish and meats

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 Destination planning and development to the local, regional and international Tourism and Hospitality Industry

TH-PO-3 Demonstrate proficient written and oral communication 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: *On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, Alan M. Hause, Steven R. Labensky, Pricilla Martel, (Prentice Hall)*

Introduction to Foodservice, 10/E, By June Payne-Palacio, Ph. D., RD, (Pearson Prentice Hall)

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%
Food preparation videos (3 x 10% each)	30%
Strategic Plan Development (Menu costing and equipment)	25%
Individual Forum Discussion (2 x 10% each)	20%
Total	100%

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Course Requirements:

Students are required to:

1. Complete practical exercises by preparing some food items using the recipes provided and producing the evidence via a video posted in the Discussion area via Sakai.
2. Continue the strategic plan developed in BUSI 426 Food and Beverage Service Management and add the menus, menu costing, and the kitchen and food and beverage service equipment needed for the operation. The menu can be an a la carte or table d’hote menu. The table d’hote should have a minimum of four courses. The courses should be costed using the Standardized Recipe form provided via Sakai in Resources. Based on a Food Cost percent of 40% determine the selling price for the entire menu you developed. This assignment should be submitted via Sakai.
3. Class exercises will be provided to help understand the Course content and students will be advised about the ones that will be graded.
4. A Midterm Exams will be done via Exam soft during the Midterm Exams week.
5. Two Individual Forum Discussions- 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. Please note that at least one scholarly resource should be used to answer the question and the use of proper APA citing is a requirement for all written assignments.

Course Schedule:

Week	Date	TOPIC	REQUIRED READING/SPEAKERS
Week #1		Introduction <ul style="list-style-type: none">▪ Overview of course outline▪ Project▪ Practicals▪ Uniform requirement	
Week #1		Menu Development <ul style="list-style-type: none">▪ Menu planning▪ Menu Writing▪ Menu Pricing. <i>Resources: Video on 10 Common Mistakes New Restaurants make</i>	Introduction to Foodservice, 10/E <u>Ch 5</u>

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<p>Week #2</p>	<p>Determining Sales Forecasts.</p> <ul style="list-style-type: none"> ▪ Importance of Forecasting Sales. ▪ Sales History. ▪ Maintaining Sales Histories. ▪ Sales Variances. ▪ Predicting Future Sales. ▪ Technology Tools. 	<p>Ch: 2</p> <p>Food and Beverage Cost Control, 4th Edition</p> <p>Lea R. Dopson, David K. Hayes, Jack E. Miller</p>
<p>Week #3</p>	<p>Managing the Cost of Food.</p> <ul style="list-style-type: none"> ▪ Menu Item Forecasting. ▪ Standardized Recipes. ▪ Inventory Control. <p><u>Class exercise: Menu Engineering Matrix- To be graded</u></p> <ul style="list-style-type: none"> ▪ Menu Engineering 	<p>Ch: 3</p> <p>Food and Beverage Cost Control, 4th Edition</p> <p>Lea R. Dopson, David K. Hayes, Jack E. Miller</p>
<p>Week #4</p>	<p>Managing the Food and Beverage Production Process.</p> <ul style="list-style-type: none"> ▪ Managing the Food and Beverage Production Process. ▪ Product Issuing. ▪ Inventory Control. ▪ Managing the Food Production Area. ▪ Employee Theft. ▪ Determining actual food cost <p><u>Class exercise: Completion of an Actual Food Cost calculation and Yield Test for Food items</u></p>	<p>Ch:5</p> <p>Food and Beverage Cost Control, 4th Edition</p> <p>Lea R. Dopson, David K. Hayes, Jack E. Miller</p>

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<p>Week #5</p>	<p>Equipment and Furnishings</p> <ul style="list-style-type: none"> ▪ Understand factors affecting selection of equipment ▪ Understand the factors contributing to the cost of an equipment ▪ Understand the features of equipment ▪ Comprehend the methods of purchase ▪ Understand the selection of some basic items ▪ Understand the selection of dining room furnishings 	<p>Introduction to Foodservice, 10/E <u>Ch 12</u></p>
<p>Week #6</p>	<p>Knife Skills</p> <ul style="list-style-type: none"> ▪ Care for knives properly ▪ How to use knives properly ▪ Cut foods into a variety of classic shapes 	<p>Ch:6 On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, <i>Mississippi University for Women</i> Alan M. Hause, <i>Fabulous Food</i> Steven R. Labensky Pricilla Martel, <i>The Center for The Culinary Arts</i></p>
<p>Week #7</p>	<p>Principles of Cooking</p> <ul style="list-style-type: none"> ▪ Understand how heat is transferred to foods through conduction, convection and radiation ▪ Understand how heat affects foods ▪ Understand the basic principles of various cooking methods <p><u>= Assignment "Golden Gate's Hotel"= To be graded</u></p>	<p>Ch:10 On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, <i>Mississippi University for Women</i> Alan M. Hause, <i>Fabulous Food</i> Steven R. Labensky Pricilla Martel, <i>The Center for The Culinary Arts</i></p>

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Week #8.	= Midterm Exams- Examsoft Computer-based	
Week #9.	<p>Stocks and Sauces</p> <ul style="list-style-type: none"> ▪ Prepare a variety of sauces ▪ Recognize and classify sauces ▪ Use thickening agents 	<p>Ch:11</p> <p>On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, <i>Mississippi University for Women</i> Alan M. Hause, <i>Fabulous Food</i> Steven R. Labensky Pricilla Martel, <i>The Center for The Culinary Arts</i></p>
Week#10	<p>Soups</p> <ul style="list-style-type: none"> ▪ Understand the procedure in preparing Vichysoisse ▪ Comprehend the preparation of Cream soups ▪ Comprehend the preparation of Hot soups ▪ Comprehend the preparation of Cold soups ▪ Comprehend the preparation of Consomme <p>Practical video demonstrating the process of making any of the different types of soup- please submit via the Discussion Forum in Sakai.</p>	<p>Ch:12</p> <p>On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, <i>Mississippi University for Women</i> Alan M. Hause, <i>Fabulous Food</i> Steven R. Labensky Pricilla Martel, <i>The Center for The Culinary Arts</i></p>
Week #11	<p>Principles of Meat Cookery</p> <ul style="list-style-type: none"> ▪ Preparation of meat cuts ▪ Cuts of meat 	<p>Ch:13 and 14</p>

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	<ul style="list-style-type: none"> ○ Sirloin ○ Striploin ○ T-Bone ○ Tenderloin 	<p>On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, <i>Mississippi University for Women</i> Alan M. Hause, <i>Fabulous Food</i> Steven R. Labensky Pricilla Martel, <i>The Center for The Culinary Arts</i></p>
Week#12	<p>Poultry Preparation</p> <ul style="list-style-type: none"> ▪ Deboning ▪ Standard cuts ▪ Methods of preparation <p>Practical video demonstrating the preparation of chicken- please submit via the Discussion Forum in Sakai.</p>	<p>Ch:18</p> <p>On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, <i>Mississippi University for Women</i> Alan M. Hause, <i>Fabulous Food</i> Steven R. Labensky Pricilla Martel, <i>The Center for The Culinary Arts</i></p>
Week #13	<p>Fish and Shellfish Preparation</p> <ul style="list-style-type: none"> ▪ Deboning ▪ Standard cuts ▪ Methods of preparation 	<p>Ch:20</p> <p>On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, <i>Mississippi University for Women</i> Alan M. Hause,</p>

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		<i>Fabulous Food</i> Steven R. Labensky Pricilla Martel, <i>The Center for The Culinary Arts</i>
Week #14	<p>Egg and Breakfast Cookery</p> <ul style="list-style-type: none"> ▪ Eggs Benedict ▪ Poached ▪ Fried ▪ Boil ▪ Special Orders <p>Practical video demonstrating the preparation of any style of egg - please submit via the Discussion Forum in Sakai.</p>	<p>Ch:21</p> <p>On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, <i>Mississippi University for Women</i> Alan M. Hause, <i>Fabulous Food</i> Steven R. Labensky Pricilla Martel, <i>The Center for The Culinary Arts</i></p>
Due on 23/11/2021	Final Culinary Individual Project	
Week #15	<p>Salads and Salad dressings</p> <ul style="list-style-type: none"> ▪ Mise-en-place preparation ▪ Types of dressing ▪ Various salad preparation ▪ Types of dressing: Vinaigrettes and creamy 	<p>Ch:25</p> <p>On Cooking: A Textbook of Culinary Fundamentals, 4/E Sarah R. Labensky, <i>Mississippi University for Women</i> Alan M. Hause, <i>Fabulous Food</i> Steven R. Labensky Pricilla Martel, <i>The Center for The Culinary Arts</i></p>

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Week #16	Final Exams Week (No Final Exams for this course)	

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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(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Click or tap here to enter text.

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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.

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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Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 481: Independent Study II (replacement for BUSI 402: Investment analysis)

Number of Credits: 3

Days and Times: As stipulated on schedule on Sakai

Semester and Year: Fall 2021

Classroom Location: Online on ZOOM by request

Pre-requisite(s): BUSI 306: Corporate Finance

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 10 am-12 pm and 1 pm to 4 pm or by appointment via email.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Caribbean House (Ground floor -AQUA)

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>

COURSE CURRICULUM INFORMATION

Course Description:

The course undertakes a rigorous study of concepts and evidence relevant to investment management. Topics include diversification, portfolio optimization, mutual funds, behavioral finance and trading. The course is geared towards the understanding and implementation of “modern portfolio theory”, which is a general approach for maximizing the expected return of a portfolio given a certain amount of risk. This course introduces forwards, futures, swaps and options to students and aims to outline how these tools are used.

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Course Objectives:

1. Determine the impact of borrowing on the stock position, determining margin call prices and deposit amounts.
2. Calculate and interpret the risk and return on individual stocks, bonds and a portfolio of assets.
3. Describe the benefit of diversification of holding a portfolio of assets and the importance played by the market portfolio.
4. Apply different valuation models to evaluate fixed income securities and stocks.
5. Explain how futures are used for hedging risks
6. Describe the price bounds on options
7. Give details about how swaps and CDS work and how their prices are determined
8. Use Binomial tree and Black-Scholes models to price options

Student Learning Outcomes:

1. Illustrate research skills to portfolio management
2. Explain the economic influences on financial markets
3. Describe the processes required for rationale investment decisions
4. Discuss the role of stock exchanges in the region and internationally
5. Perform an in-depth analysis and valuation of a publicly traded stock

Program Outcomes Met By This Course:

Accounting & Finance Program Outcomes Met by This Course:

AP-02 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.

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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Course Materials:

Text: Investments by Keith Cuthbertson & Dirk Nitzsche (On ProQuest)

<https://ebookcentral.proquest.com/lib/sgugd/detail.action?docID=822588>

Supplementary Readings/Resources: Fundamentals of Investing by Lawrence Gitman & Michael Joehnk (Physical book in Library)

Software: Microsoft Excel, Microsoft Excel

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Course Grading Requirement:

1. Completion of all assignments posted on Sakai by the deadline dates over the course of 16 weeks.

Course Requirements:

Course Grading Requirements	Percentage of Final Grade	Date
Assignments	100%	Refer to Sakai for Due dates
TOTAL	100%	

Course Schedule:

Tentative Course Schedule: This schedule represents the chapters you must read and refer to for the completion of assignments.

It is imperative that students keep up with the readings.

Chapter 1 – Markets and Players
 Chapter 2 – Raising Finance
 Chapter 3 – Financial instruments
 Chapter 4 – Trading Securities
 Chapter 5 – Investment Companies

Part 2- Valuation (Brief review of chapters 6-8)
 Chapter 9 – Measuring Asset Returns
 Chapter 10 – Portfolio Theory
 Chapter 11 – International Portfolio Diversification
 Chapter 12 (Section 12.1) – Single-Index Model
 Chapter 13 – CAPM and APT

Chapter 23 – Derivative Securities
 Chapter 24 – Futures Markets
 Chapter 25 – Options Markets
 Chapter 26 – Options Pricing

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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: Homework should be delivered in the Assignments area in MyCourses.

All course work must be completed in full by the time assigned, to be included in the course grade. Each file submitted must be labelled as follows:

YOURFIRSTNAME_YOURLASTNAME_BUSI402_Assignment#.xlsx

For example: Zanifa_Payne_BUSI481_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.

Late submittals will NOT be accepted by email. Post late assignments to your personal DROPBOX on Sakai found under LESSONS

A 10% point deduction is applied for every day an assignment is late without a valid excuse.

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:

- For online sessions, 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. Quizzes and Exams will be proctored so a functioning video is required on your device. Tablets will not be allowed for the completion of quizzes and exams.
- 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).
- Headsets (with microphones) are strongly recommended to be used in public spaces.

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- 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 Biology Ecology and Conservation

COURSE OUTLINE

FOUNDATION CHEMISTRY

CHEM 001

Mon, Wed, Fri. 2:30 -3:20 Tue 3:00 – 5:00

Course Director/ Instructor Name: Tobias Clement

Course Director Contact Information: tclement@sgu.edu Tel
534-5164

Course Director 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 Title: FOUNDATION CHEMISTRY

Course No: CHEM 001

Course Credits:

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.

Text::

Lambert Norman, Mohamed Marine 1993, Chemistry for CXC, Heinemann Educational Publishers. Supplementary Readings/Resources:

Requirements and Percent of Grade:

Midterm Exam	30%
Quizzes x 5	20%
Final exam	30%
Labs	5%
Assignments x 2	10%
Participation	5%

Grading Scale:

Grade	%	Points	Grade	%	Points
A	89.5-100		B ⁺	84.5-89.4	
B	79.5-84.5		C ⁺	74.5-79.4	
C	69.5-74.4		D	64.5-69.4	
F	< 64.4				

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.

Syllabus:

Week	Topics	Textbook Reference
1	Classification of Matter <ul style="list-style-type: none">States of matterElements, compounds, mixtures	
2	Particulate nature of matter Pure and impure matter	
3	Atoms and Elements /Atomic structure Atomic number/ mass number/ Introduction to Periodic table Trends in the periodic table LAB 1	
4	Compounds and their bonds Properties of Ionic, Covalent and Metallic compounds Assignment 1 Quiz I	
5	The language of chemistry II -Writing chemical Formulae and Equations Writing chemical Formulae and Equations Chemical quantities and reactions	
6	THE MOLE Calculations involving the mole QUIZ 2	
7	Molecular and Empirical formulae Mole concept applied to gases and solutions Review	
8	MIDTERM EXAM	
9	TYPE OF CHEMICAL REACTION <ul style="list-style-type: none">Acids, Bases and SaltsRedox reactions	

10	Rates of chemical reactions Electrochemistry QUIZ 3 LAB 2	
11	Gases Gas Pressure Pressure and Volume (Boyle's Law) Temperature and Pressure (Charles's Law) Assignment 2	
12	Temperature and Pressure (Gay-Lussac's Law) Combine Gas law/	
13	Avogadro's law / Dalton law QUIZ 4	
14	ORGANIC CHEMISTRY Carbon and its compound	
15	Carbon and its compound QUIZ 5	
16	FINAL EXAM	



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 122 General Chemistry 1
Number of Credits: 3
Days and Times: Mondays 10 am – 11.15 am or 7 pm – 8.15 pm
Semester and Year: Fall 2021
Classroom Location: Online/SGH-S Dorm 1
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr Winthrop Wiltshire
Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: 1 473 444 4175 EXT. 3820
Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Mondays 11.30 am to 12.30 pm and 2 pm to 4 pm, Tuesdays 11.30 am to 12.30 pm and 2pm to 4pm, Wednesdays 10 am to 12 pm and 1.30 pm to 2.30 pm, Thursdays 11.30 am to 12.30 pm
Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Second Floor, Caribbean House
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 examines topics such as the nature and properties of matter, measurement in chemistry, calculations involving chemical formulas and equations, chemical reactions in aqueous solution, concepts in thermochemistry, electronic structure of atoms, periodic properties of the elements, basic concepts of chemical bonding and molecular geometry, and the chemical characteristics of gases.

Course Objectives:

To enable students to:

- 1.0 Demonstrate knowledge of the basic properties and behavior of matter;
- 2.0 Convert one unit of measurement to another;
- 3.0 Demonstrate proper use of significant figures;

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- 4.0 Differentiate between the characteristics of atoms, molecules and ions;
- 5.0 Make numerical calculations in relation to chemical equations;
- 6.0 Demonstrate knowledge and understanding of the definition of the mole;
- 7.0 Demonstrate understanding of the basic concepts of thermochemistry including solving numerical problems;
- 8.0 Display knowledge of the electronic structure of elements including the understanding of quantum numbers;
- 9.0 Show understanding of the periodic properties of the elements;
- 10.0 Demonstrate understanding of the basic concepts of chemical bonding;
- 11.0 Display knowledge of molecular geometry and bonding theories;
- 12.0 Show knowledge of the kinetic-molecular theory of gases, apply the gas laws and undertake calculations involving the behavior of ideal gases.

Student Learning Outcomes:

Students expected to be able to:

- 1.0 Demonstrate knowledge of the basic properties and behavior of matter;
- 2.0 Convert one unit of measurement into another;
- 3.0 Demonstrate proper use of significant figures;
- 4.0 Differentiate between the characteristics of atoms, molecules and ions;
- 5.0 Make numerical calculations in relation to chemical equations;
- 6.0 Demonstrate knowledge and understanding of the definition of the mole;
- 7.0 Demonstrate understanding of the basic concepts of thermochemistry including solving of numerical problems;
- 8.0 Display knowledge of the electronic structure of the elements including the understanding of quantum numbers;
- 9.0 Show understanding of the periodic properties of the elements ;
- 10.0 Demonstrate understanding of the basic concepts of chemical bonding;
- 11.0 Display knowledge of molecular geometry and bonding theories;
- 12.0 Show knowledge of the kinetic-molecular theory of gases, apply the gas laws and undertake calculations involving the behavior of ideal gases.

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 = 64.4% 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: Chemistry: The Central Science, by Brown, Le May et al.

Supplementary Readings/Resources: Khan Academy

Course Grading Requirement:

Click or tap here to enter text.

Five quizzes worth 25 per cent of the course grade, a midterm exam worth 35 percent of the course grade, and a final exam worth 40 percent of the course grade.

Course Requirements:

N/A

Course Schedule:

Week 1	August 16	Introduction to CHEM 122 . Matter and Measurement
Week 2	August 23	Measurement (continued)
Week 3	August 30	Atoms, Molecules and Ions
Week 4	September 6	Quiz 1. Chemical Reactions and Reaction Stoichiometry
Week 5	September 13	Reactions in Aqueous Solution
Week 6	September 20	Thermochemistry
Week 7	September 27	Quiz 2. Thermochemistry (continued)
Week 8	OCT 4 - 8	MIDTERM EXAMS
Week 9	Oct 11	Electronic Structure of Atoms
Week 10	Oct 18	Quiz 3. Periodic Properties of the Elements
Week 11	Oct. 25	Public Holiday
Week 12	Nov 1	Quiz 4. Basic Concepts of Chemical Bonding
Week 13	Nov 8	Molecular Geometry and Bonding Theories
Week 14	Nov 15	Quiz 5. Gases
Week 15	Nov 22	Gases (continued)
Week 16	Nov 29 – Dec 3	FINAL EXAMS

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

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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”
(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

N/A

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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 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*.



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: Monday 4:30pm – 7:00pm
Semester and Year: Fall 2021
Classroom Location: Biochemistry Lab
Pre-requisite(s): N/A

Course Director Name: Ms. Candice Benjamin
Course Lecturer Name(s): Mrs. Kafi James Lewis
Ms. Reeba Lewis

Course Director Contact Information: cbenjam1@sgu.edu
Course Lecturer(s) Contact Information: kjames@sgu.edu, rlewis5@sgu.edu

Course Director Office Hours: TBA
Course Lecturer(s) Office Hours: TBA

Course Lecturer(s) Office Location: Biochemistry Department
Course Director Office Location: Biochemistry Department

Course Support: Angel Charles, Email: acharl16@sgu.edu

Course Management tool: Sakai
Access Sakai: <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.

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3. To apply problem solving techniques to interpret and analyze experimentally derived data.
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

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: 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

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CHEM 123
General Chemistry 1 Laboratory
Venue: Biochemistry Lab/Science Building
Time: Mondays @ 4:30 -7:00 PM
Fall 2021

Week	Date	Practical	Instructor
1	16-Aug	No Labs	-
2	23-Aug	Lab Safety and Introduction to Lab Techniques	All
3	30-Aug	Separation of Mixtures	C. Benjamin
4	6-Sep	No Labs	-
5	13-Sep	Types of Reactions	K. James Lewis
6	20-Sep	Empirical Formula	C. Benjamin
7	27-Sep	Reactions of Copper and Percentage Yield	C. Benjamin
8	4-Oct	No Labs-Midterm week	
9	11-Oct	Specific Heat	R. Lewis
10	18-Oct	Calorimetry	K. James Lewis
11	25-Oct	Public Holiday - Thanksgiving Day – No Labs	-
12	1-Nov	No Labs	-
13	8-Nov	Molecular Models	K. James
14	15-Nov	Review	All
15	22-Nov	Final Exam- Cumulative MCQs	

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POLICY INFORMATION

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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:

“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 folder 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 always conduct themselves in a professional manner. 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*.

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 **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 124 General Chemistry 2
Number of Credits: 3
Days and Times: Thursdays 10 am – 11.15 am or 7 pm – 8.15 pm
Semester and Year: Fall 2021
Classroom Location: Online/FA 2
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr Winthrop Wiltshire
Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: 1 473 444 4175 EXT. 3820
Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Mondays 11.30 am to 12.30 pm and 2pm to 4 pm; Tuesdays 11.30 am to 12.30 pm and 2pm to 4 pm. Wednesdays 10 am to 12 pm and 1.30pm to 2.30pm, Thursdays 11.30 am to 12.30 am
Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Second Floor, Caribbean House
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 examines topics such as the impact of intermolecular forces on the physical properties of substances; properties of solutions; chemical kinetics and chemical equilibrium; acid-base and other types of equilibria; thermodynamics with an emphasis on implications for spontaneity and nonspontaneity of chemical reactions; electrochemistry with an emphasis on oxidation-reduction reactions.

Course Objectives:

Enabling students to:

1.0 Demonstrate knowledge of impact of intermolecular forces on the physical properties of chemical compounds;

2.0 Show understanding of the properties of solutions;

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- 3.0 Distinguish between saturated and unsaturated solutions;
- 4.0 Indicate the difference of temperature on the solubility of solids as opposed to gases, and between solubility and solubility product;
- 5.0 Express concentration of solutions in terms of molarity, molality, mole fraction and percentages;
- 6.0 Show understanding of the basic concepts of chemical kinetics;
- 7.0 Demonstrate understanding of the basic concepts of chemical equilibria;
- 8.0 Display knowledge of chemical kinetics particularly in relation to concepts of entropy and enthalpy, and the spontaneity and non-spontaneity of chemical processes;
- 9.0 Demonstrate an understanding of electrochemistry in particular in relation to oxidation-reduction reactions.

Student Learning Outcomes:

Students expected to be able to :

- 1.0 Demonstrate knowledge of the impact of intermolecular forces such as hydrogen bonding and dispersion forces on the physical properties of chemical compounds;
- 2.0 Show understanding of the properties of solutions such as the definition of colligative properties and their impact on various physical properties of solutions such as boiling point and osmotic pressure;
- 3.0 Define a saturated solution and identify factors that affect the solubility of solutes in solutions;
- 4.0 Describe the effect of temperature on the solubility of solids and gases, and make solubility product calculations;
- 5.0 Calculate the concentration of solutions in terms of molarity, molality, mole fraction, percentage composition and parts per million;
- 6.0 Apply the concept of half-life of a chemical process and show understanding of basic chemical kinetics by calculating order of a reaction and rate law, given experimental results correlating various concentrations with initial reaction rates;
- 7.0 Demonstrate understanding of the basic principles of chemical equilibria, including the determination of equilibrium constants, recognizing the non-involvement of pure solids and pure liquids in the equilibrium expression;
- 8.0 Display knowledge of basic concepts of chemical thermodynamics, including making deductions about spontaneity and non-spontaneity of chemical processes in relation to concepts of entropy and enthalpy;
- 9.0 Make discernments between situations involving increases and decreases in entropy;
- 10.0 Show understanding of oxidation and reduction processes and the difference between electrolytic and voltaic cells, as well as calculations of cell potentials.

Program Outcomes Met By 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*.

BIOL PLO 6: Demonstrate problem solving and critical thinking skills

BIOL -PLO 1: Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypotheses, interpreting data and communicating results.

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: Chemistry: The Central Science, by Brown, Le May et al.

Supplementary Readings/Resources: Khan Academy

Course Grading Requirement:

Click or tap here to enter text.

Five quizzes worth 25 per cent of the course grade, a midterm exam worth 35 percent of the course grade, and a final exam worth 40 percent of the course grade.

Course Requirements:

N/A

Course Schedule:

Week 1	August 19	Introduction to CHEM 124, Liquids and Intermolecular forces
Week 2	August 26	Liquids and Intermolecular forces (continued)
Week 3	September 2	Properties of Solutions
Week 4	September 9	Quiz 1. Properties of Solutions (continued)
Week 5	September 16	Chemical Kinetics
Week 6	September 23	Chemical Equilibrium
Week 7	September 27	Quiz 2. Chemical Equilibrium (continued)
Week 8	OCT 4 - 8	MIDTERM EXAMS
Week 9	Oct 14	Acids – Base Equilibria
Week 10	Oct 21	Quiz 3. Common Ion Effect, Buffered Solutions, Acid-Base Titrations
Week 11	Oct. 28	Solubility Equilibria,
Week 12	Nov 4	Quiz 4. Chemical Thermodynamics
Week 13	Nov 11	Chemical Thermodynamics (continued)

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Week 14	Nov 18	Electrochemistry
Week 15	Nov 25	Quiz 5 Revision for Finals
Week 16	Nov 29 – Dec 3	FINAL EXAMS

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”
(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

N/A

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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 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*.



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 II Lab
Number of Credits: 1
Days and Times: Wednesday 4:00pm – 7:00pm
Semester and Year: Fall 2021
Classroom Location: Biochemistry Lab
Pre-requisite(s): N/A

Course Director Name: Mr. Kwami Jones
Course Lecturer Name(s): Mrs. Kafi James Lewis
Ms. Candice Benjamin
Ms. Reeba Lewis

Course Director Contact Information: kjones@sgu.edu
Course Lecturer(s) Contact Information: kjames@sgu.edu
cbenjam1@sgu.edu
rlewis5@sgu.edu

Course Director Office Hours: TBA
Course Lecturer(s) Office Hours: TBA

Course Lecturer(s) Office Location: Biochemistry Department
Course Director Office Location: Biochemistry Department

Course Support: Angel Charles, Email: acharl16@sgu.edu

Course Management tool: Sakai
Access Sakai: <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

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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.

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.
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

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: 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:

CHEM 122

Course Schedule:

CHEM 125
General Chemistry II Laboratory
Venue: Science Building/ Biochemistry Lab (Ground Floor)
Time: Wednesdays @ 4:00 -7:00 PM
Fall 2021

Week	Date	Practical	Instructor
1	18-Aug	No Labs	-
2	25-Aug	Intro to CHEM 125/ Graphical Analysis 4	
3	1-Sept	Boyle's Law	K. Jones
4	8-Sep	No Labs	-
5	15-Sep	Colligative Properties	K. Jones
6	22-Sep	Reaction Rate	R. Lewis
7	29-Sep	Acid-Base Titration	C. Benjamin
8	6-Oct	No Labs-Midterm week	
9	13-Oct	Le Chatelier's Principle	C. Benjamin
10	20-Oct	Acid-Base Equilibria	K. James Lewis
11	27-Oct	Buffer Solutions	K. James Lewis
12	3-Nov	No Labs	-
13	10-Nov	Redox Titration	R. Lewis
14	17-Nov	Review	ALL
15	24-Nov	Final Exam- Cumulative MCQs	ALL

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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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 folder 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 always conduct themselves in a professional manner. 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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**ST. GEORGE'S UNIVERSITY
SCHOOL OF ARTS & SCIENCES**

GENERAL CONCEPTS IN CHEMISTRY II

CHEM 131

COURSE OUTLINE

Mon- Fri: 1:00-2:15

Instructor: Mr. Tobias Clement

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 <p>Quiz 1</p>	<p>p446-</p> <p>p480-</p>
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 	<p>P568</p> <p>p612-</p>
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 	<p>p666-</p>

	<ul style="list-style-type: none"> • Catalyst effects & equilibrium constant expression 	
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. <p>Quiz 3</p>	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, 2021

No. of Credits: 3

Day(s) & Times for On Campus Classes: Mondays :- 2:30 PM – 4:20 PM; Wednesdays :- 3:30 PM – 4:20 PM

Online Sessions: Mondays & Wednesdays : 8:30 PM

On campus Classroom Location: FA 2 Classroom / *ONLINE DELIVERY *: ZOOM

Pre-requisite(s): Successful completion of General Chemistry 2

Course Lecturer Name(s): RICHARD JACQUES

Course Director Name: Richard Jacques

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: Mondays: - 1:00 PM - 2 PM; Wednesdays: -1:00 PM – 2:30 PM

Students with concerns 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; the structure and reactivity of the hydrocarbons (alkanes, alkenes and alkynes), alkyl halides and alcohols; the study of substitution and elimination reaction mechanisms; and an introduction to stereochemistry.

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 (9th Edition), L.G. Wade, Jr. (Pearson).

ISBN 10: 1-282 -15110 - 2

Supplementary Reading/ Resources: Organic Chemistry (8th Edition), Paula Yurkanis Bruice (Pearson).

Supplemental Organic Chemistry resources available via the Internet – YouTube & other platforms

TEACHING METHODOLOGY

The course would be taught in the classroom on campus & simultaneously online via the Zoom platform. There would also be an alternative Zoom session to accommodate for time zone differences.

Power Point and Word Handouts which would be uploaded into the Resources tool in Sakai prior to any class session. (Some topics may be supplemented by Panopto videos). Each topic would also have at least one worksheet with questions to reinforce students' understanding of the content. Students are expected to work through the worksheets & should be aware that quiz and exam questions are obtained from the worksheets.

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 taken from the worksheets **{see details below}**

Course Requirements and Percent of Grade:

Students would be evaluated by periodic Class Assessments (a minimum of 5), 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 Class Assessments would be done on SAKAI; Midterm & Final exams would be on Exam Soft

The course grade is determined as follows:

Class Assessments: 40%

Midterm Exam: 25%

Final Exam: 35%

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"

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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.

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. Students would cover: background of organic chemistry, molecular geometry, bond dipole moments and molecular dipole moments, formal charge, rules of electron movement, acid strength in a group & in a period

Module 2: Hybridization in carbon compounds

Objectives:

Students would understand the ability of carbon atoms to form different hybrid orbitals (the different types would be covered at different points of the course)

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: 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 6: Alkene Chemistry

Objectives:

Students would understand the reactivity of the double bond functional group
Students would investigate the reactions of alkenes, including syntheses

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

Richard Jacques – **Organic Chemistry 1 (CHEM 222)**

August 2021



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, 2021

No. of Credits: 1

Pre-requisite(s): Students must be taking CHEM 222

Location: (on Campus) SCIENCE LAB (South), Ground Floor, SCIENCE BUILDING / Online: Panopto Videos

Course Director: Richard Jacques

Course Instructor: RICHARD JACQUES

Lab Scheduler: Ms Candice Benjamin

Lab Technicians: Mr. Devon Nedd, Mr. Lindon Noel

Teaching Assistants: N/A

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 (in Lab): 4:30 PM – 6:00 PM

ONLINE: Panopto Videos uploaded on day of Lab Session

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) by the Monday before the session. The videos for the labs would be available on Panopto before the on campus students actually do the live session.

Course Requirements and Percent of Grade:

Each lab report counts towards your final grade. Each lab carries a different "weight" towards the final overall grade.

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. Your lab report should be your own work, not that of someone who previously took the course.

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

On-campus students are expected to attend ALL scheduled lab sessions.

Assignment Submission policy

On-campus students would submit their completed Lab Reports at the end of the lab session. Online students would upload their Reports to a Drop Box in Sakai (CHEM 223) during the time parameters given. Points would be deducted for extremely late online submissions

**NOTE: Students are to wear Lab Coats (not “scrubs”)!!
Open-toed shoes are the accepted footwear in the lab!!**

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

Lab 7 – Ester Synthesis

Richard Jacques/August 2021



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: Mon & Fri 4.30 – 5.20 pm, Wed. 10.30 – 11.20 am
Semester and Year: Semester 2, Year 2
Classroom Location: K.B.T. East
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: **Tues, Wed., & Thurs 2 – 4 pm. Mon 10 – 12 pm**

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

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:

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.

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 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.

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:

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:

This course will be delivered in person on campus at the scheduled times and venues and streamed live to students. There will also be some directed learning activities (DLA), which students must undertake before attending the preceding lecture.

Course Schedule:

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Lecture Schedule Fall 2021**Organic Chemistry II (Chem 224) Schedule Fall 2021**

Lecture	Week	Date	DLA	CHEM 224 - Topics
01	1	Aug 16		Introduction Organic chemistry Basics: Including Lewis structure, Hybridization of atomic orbitals, Types of Bonds – Sigma & Pi bonds, Nucleophiles and Electrophiles, Carbocation/Carbocation, and SN 1 and SN 2 reactions
02		Aug 18		Aromatic compounds - Structure of Benzene, stability, aromaticity, and Nomenclature of Aromatic compounds
03		Aug 20		Electrophillic aromatic Substitution Reactions: General mechanisms. Halogenation, Nitration, Sulfonation and Desulfonation etc
04	2	Aug 23		The Friedel – Crafts Alkylation and Acylation reactions, and Clemmensen reduction
05		Aug 25		The effects of Substituent in Electrophillic Aromatic substitution & Nucleophillic Aromatic Substitution (Addition – Elimination)
06		Aug 27	2	Phenols – Physical properties, Reactions, and identification
07	3	Aug 30		Alcohols -Classification of alcohols (1°, 2° and 3°), Physical properties of Alcohols and reasons for exhibiting these properties.
08		Sept 01		Synthesis of alcohols from Reduction of Carbonyl compounds and Grignard reaction with carbonyl compounds (aldehydes, ketones, carboxylic acids, and esters)
09		Sept 03 On-line quiz 1		Reactions of alcohols: Dehydration, Oxidation, reduction, esterification, conversion to Ethers and biological oxidation
	4	Sept 6 - 10		Exam 1
10	5	Sept 13		Aldehydes and Ketones: Structure and reactivity of the carbonyl (C=O) group. Naming aldehydes and ketones

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11		Sept 15		Synthesis of Aldehydes and Ketones: From Alkenes, Alcohols, Nitriles, Acid chlorides and Esters
12		Sept 17		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)
13	6	Sept 20		Carboxylic acids & Derivatives: Carboxyl group, acidity of carboxylic acids and effects of substituents, Common names versus IUPAC names
14		Sept 22		Synthesis of Carboxylic acids
15		Sept 24		Carboxylic acids & their reactions: General mechanism for nucleophilic acyl subst. Conversion of carboxylic acids to Acid chlorides, Esters, Amides & Alcohol
16	7	Sept 27	3	Spectroscopy & structure determination -Types of spectroscopy & Electromagnetic spectrum basics
17		Sept 29		Infrared Spectroscopy of Organic Molecules & Interpreting Infrared Spectra
18		Oct. 01 On-line quiz 2		Review
	8	Oct. 04- 08		Exam II (Midterm Exam)
19	9	Oct. 11		Mass spectrometry (MS)
20		Oct. 13		Nuclear Magnetic Resonance Spectroscopy
21		Oct. 15		Applying ¹ H NMR spectra for structure determination
22	10	Oct. 18		Ultraviolet Spectroscopy
23		Oct. 20		Interpreting Ultraviolet Spectra: The Effect of Conjugation
24		Oct. 22		Electrophoresis – Separation of charged particles
25	11	Oct. 25		Ethers, Epoxides: Structure, bonding in Ethers, and properties
26		Oct. 27		William Ether synthesis, Reactions of epoxides with Grignard reagents
		Oct. 29		Review
	12	Nov 01 - 05		Exam III
27	13	Nov 08		Amines: Structure, properties & Nomenclature
28		Nov 10		Synthesis of Amines: Reductive amination of aldehydes and ketones, reduction of nitrobenzene, reduction of nitriles and amides
29		Nov 12		Reactions of Amines: with ketones, aldehydes, acid chlorides, nitrous acid, alkyl halides and oxidizing agents
30	14	Nov 15	4	Carbohydrates: Classification of carbohydrates, Stereochemistry, and Isomerism
31		Nov 17		Cyclic formation – Hemiacetal and hemiketal
32		Nov 19		Disaccharides and polysaccharides
33	15	Nov 22		Proteins: Structure and Stereochemistry of the α -Amino acids. Grouping of α -acids

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*.

34		Nov 24		Acid Base Properties of Amino Acids Classification of Proteins Levels of Protein Str'
35		Nov 26		Lipids: Classification of lipids, triglycerides and phospholipids
	16	Nov 29 -Dec. 3rd		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 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 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**

CHEM 225

ORGANIC CHEMISTRY 2 LABORATORY

LABORATORY MANUAL, FALL 2021.

Instructor: Bawo T. Ikolo

MONDAYS: 5.30 – 7.30 PM AT THE SCIENCE LABORATORY

Course Objectives:

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

Learning outcomes:

At the end of this course, students

- Would able to perform many practical chemical techniques.
- Should have had a better understanding of the preliminary laboratory techniques of organic chemistry.
- Should be able to identify organic compounds by physical and chemical experimental methods.
- Would have developed some experimental skills and research potentials

Assessment:

To satisfy part of the requirement for this course, attendance and participation in all laboratory sessions is mandatory. Assessment would be based on grades from wet lab reports (60 points), Lab exam 1 (20 points) and Lab exam 2 (20 points).

Grading:

- ✓ A well written laboratory report will be submitted at the end of laboratory sessions 2 to 9.
- ✓ Each wet lab session (labs 2 – 9) report will be graded to a total of 10 points per lab.
- ✓ Best six of eight wet labs will count towards final grade: 6 x 10: Total of 60 points from wet labs.
- ✓ 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.

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%

Laboratory Sessions:

A well written laboratory report will be submitted at the end of each of Laboratory sessions 2 to 9.

- Lab Session #1: Introduction & Lab Safety
- Lab Session #2: Melting point determination
- Lab Session #3: Reactions of Alcohols and Phenols
- Lab Session #4: Formation of Ester (Preparation of Ethyl acetate)
- Lab Session #5: Qualitative tests for Aldehydes and Ketones
- Lab Session #6: Determination of an unknown carboxylic acid
- Lab Session #7: Reactions of Amines and carboxylic acid
- Lab Session #8: Titration of an amino acid (glycine)
- Lab Session #9: Isolation of Caffeine from tea.

Lab #1: Introduction and Safety

Students will be introduced to this course content, delivery and expectations. There will be a discussion on laboratory safety procedures and considerations

Laboratory Safety:

- 1) **A laboratory coat must always be worn in the lab.** This will protect you and your clothes from any contaminants that may be used during the laboratory experiments.
- 2) **Shoes must have closed toes and heels.** NO SLIPPERS, NO FLIP-FLOPS, NO SANDALS. You may be asked to leave if you are not dressed properly to conduct an experiment.
- 3) **In general, gloves should be worn during the lab exercises.** These will protect your skin from corrosive chemicals. Gloves are NOT worn outside the lab. You do not wear gloves to go to the bathroom, to handle doorknobs, do not handle your pen, do not scratch your face...
- 4) **NEVER** pipette solutions with your mouth, eat, drink, smoke or apply cosmetics in the lab.
- 5) **NEVER** pour any chemical or solution into a sink without authorization.
- 6) **NEVER** use flames with or near volatile solvents
- 7) **NEVER** return reagents to stock bottles.
- 8) **NEVER** smell specimens or chemicals directly.
- 9) Use caution when using equipment for heating or melting reagents (e.g. Boiling water baths).
- 10) **ALWAYS** report any spillage or accident, however minor, to your instructor
- 11) **Wash hands** thoroughly with soap and water after handling laboratory reagents and especially prior to leaving the laboratory when the session is completed.
- 12) **WHEN IN DOUBT ABOUT ANYTHING –ASK YOUR INSTRUCTOR.**

N.B: Your Instructor may decide to modify an experiment, change the reagents or change the concentration of reagents based on logistics and experimental trial runs. It is your responsibility to pay attention to detailed instructions for any such modifications during the lab sessions.

LAB 2: Determination of the Melting Point of a Solid Substance.

Aim: To determine the melting point of given solid substance.

Theory: The change in the state of a compound from solid to liquid when it is heated is called melting, and the temperature at which a solid in its pure form melts is called the melting point. At the melting point, the solid and liquid exist in equilibrium. The melting point of a substance depends on pressure and is usually specified at a standard pressure.

Every pure solid has a characteristics melting point therefore determination of melting point helps in identification of the compound. Presence of impurities lowers the melting point of the solid. Thus, Melting point also serves as a criterion of purity of a compound.

Materials required: Given solid organic compound, Thin walled capillary tubes (8 – 10 cm in length and 2 mm in diameter), Paraffin oil, Laboratory thermometer, Heating medium (Hot plate), magnetic stirrer, 500ml beaker, retort stand, and rubber band

Procedure:

1. Take a fine capillary of length 5-6cm. seal its one end by inserting the end of the capillary tube horizontally into the extreme edge of a small steady Bunsen flame for a few seconds, rotating the capillary meanwhile.
2. Take a small quantity of the compound whose melting point is to be determined on a porous plate and powder it with a spatula.
3. Introduce the powdered compound in the capillary tube by introducing the open end of the capillary tube into the powdered compound and gently rotating it. Gently tap the capillary tube against the porous plate so that the compound sinks into the closed end. Repeat the procedure of introducing and tapping three to four times.
4. Moisten the bulb of thermometer with liquid paraffin and attach the capillary to the lower end of the thermometer.

5. Place the thermometer with the capillary tube in the melting point apparatus containing at least two third of its volume liquid paraffin in such a way that the closed end of the capillary remains below the surface of Liquid paraffin (See fig 1 below)
6. Now heat the beaker gently and note down the temperature from time to time and finally note down the temperature (t °C) at which the compound starts melting (t_1 °C) and completely melts (t_2 °C).
7. Repeat the experiment with a new capillary tube and fresh quantity of the substance.

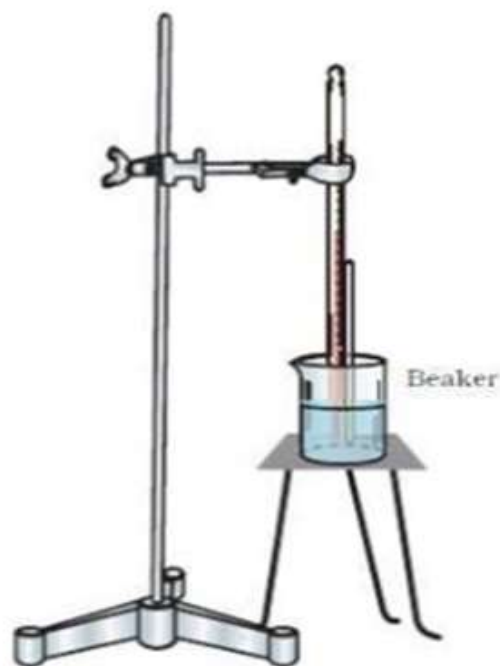


Fig1: Set up of the apparatus for melting point experiment

Observations

Results

Melting points

1. $t_1 = \underline{\hspace{2cm}} \text{ } ^\circ\text{C}$

2. $t_2 = \underline{\hspace{2cm}} \text{ } ^\circ\text{C}$

Mean Melting point = $(t_1+t_2)/2 \text{ } ^\circ\text{C}$

Precautions

1. Use dry and powdered sample for the determination of melting point.
2. Packing of the powder should be uniform without any big air gaps between the solid particles
3. The capillary tube should be filled one fifth of its length.
4. Maintain uniform temperature of the liquid bath.
5. The rate of heating should be controlled. It should be very slow near the melting point so that the melting point can be recorded accurately.

Question

Assume that the compound provided has a melting point of 80°C , and you got 75°C after your experiment, what conclusions can you make about the compound?

LAB 3: Reactions of Alcohols and Phenols

AIM: To observe the reactions of some alcohols and phenols

Principle: Based on the physical and chemical characteristics of alcohols and phenols

Materials required: 10ml each of Ethanol (A), Butan-2-ol (B), 2-methyl butan-2-ol (C), and unknown D (Propan-1-ol). Phenol (2g), 20 test tubes, 1% soln. of Sodium dichromate, Glacial ethanoic acid, Conc. H_2SO_4 , Conc. HCl , 5% Iron (III) chloride solution, iodine solution, sodium hydroxide and water bath set at 60°C .

Precautions

- 1 Sodium dichromate is a toxic compound. The use of plastic gloves is mandatory.
- 2 Conc. HCl and H_2SO_4 are very corrosive and must be handled with utmost care
- 3 Observe all other laboratory safety precautions

Results

- Present results for the reaction of each test reagent as shown in tables below.
- Perform tests a, b, c, d and e on the alcohols provided including the unknown.
- Perform tests e, g, and h on phenol.
- Write equations for tests b, c, d, f, g and h.

Tests	Observation	Inference
<p>a) Solubility</p> <p>Test the solubility of alcohol, by taking about 1ml of alcohol (A, B, C & D) in a test tube and adding an equal amount of water. Dip litmus paper in the resulting solution and note any change</p>		

Tests	Observation	Inference
<p>b) Ignition</p> <p>Place a about 1ml of alcohol (A, B, C, & D) in a crucible and ignite</p> <p><i>(Write equation for combustion of butanol)</i></p>		

Tests	Observation	Inference
<p>c). Esterification</p> <p>To about 2 cm³ of alcohol, add about 1 cm³ of glacial ethanoic acid followed by a few drops of concentrated sulfuric acid.</p> <p>Heat the mixture in a water bath.</p> <p>Pour the resulting mixture into water and note the smell</p> <p>Write equation for esterification of ethanol with ethanoic acid</p>		

Tests	Observation	Inference
<p>d) Oxidation</p> <p>To each of the four test tubes provided, add 2mls of a 1% sodium dichromate solution and 5 drops of conc. Sulfuric acid and mix the contents thoroughly. Add 10 drops of A in tube 1, 10 drops of B in tube 2, 10 drops of C in tube 3 and 10 drops of your unknown to the fourth tube.</p> <p>Cork all 4 test tubes and warm gently in a 40 – 50°C water bath for a minute. Observe and record any color changes.</p>		

Tests	Observation	Inference
<p>e) Triodomethane (Iodoform) test</p> <p>To about 5 cm³ of iodine, add 5 drops of ethanol. Add sodium hydroxide carefully until the iodine color has almost discharged and warm the mixture in a water bath for 2-3 minutes. (The temperature should not exceed 60°C). Cool the tube and note the crystals formed.</p> <p>Write the equation for the formation of CHI₃ (Iodoform reaction)</p>		

Tests	Observation	Inference
<p>f) Solubility of phenol</p> <p>Take enough phenol to cover the bottom of a test tube and add about 2 cm³ of water. Stopper the test tube and shake to obtain an emulsion. Remove the cork, place the test tube in a beaker of water and warm. Put a thermometer in the phenol solution and note the temperature when the emulsion clears. Test also the solution with litmus paper. Cool this solution and use for other tests</p>		

Tests	Observation	Inference
<p>g) Sodium hydroxide</p> <p>To 5 drops of aqueous phenol, add sodium hydroxide until a clear solution is obtained.</p> <p>Add a few drops of concentrated hydrochloric acid and note the reappearance of Phenol</p>		

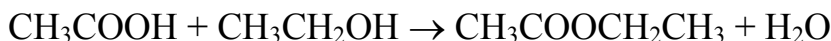
Tests	Observation	Inference
<p>h) Iron (III) chloride</p> <p>To a solution of phenol add 1 drop of iron (III) chloride</p>		

LAB 4: PREPARATION AND PURIFICATION OF ETHYL ACETATE (ETHYL ETHANOATE)

AIM: To prepare and purify ethyl acetate

THEORY: Esters frequently have distinctive odors and are found in the flavorings of many fruits and plants. An ester is a chemical compound that is formed when an organic acid reacts with an alcohol. Concentrated sulfuric acid, H_2SO_4 , can be used to catalyze the reaction. Concentrated sulfuric acid is a strong dehydrating agent and helps the reaction by removing the water molecules as they are formed.

- If acetic acid and ethanol are reacted, the reaction shown below occurs.



The product is called ethyl acetate. The systematic name for acetic acid is ethanoic acid, and the product is also known as ethyl ethanoate.

In this experiment we will prepare the ester known as ethyl acetate (ethyl ethanoate) and purify it by distillation.

Chemicals

- Acetic acid, concentrated, 17.4 M (glacial)
- Ethanol (ethyl alcohol, denatured alcohol)
- Sulfuric acid, concentrated (18M)

Equipment

Erlenmeyer flask, 125-mL (2)

Boiling stones or glass beads

Condenser

Distilling flask

Thermometer

Clamps

Beaker, 400-mL for water bath

Bunsen burner, ring & wire gauze

Measuring cylinder

Capillary dropper

Safety Precautions!

- Wear Chemical Splash Goggles and a Chemical-Resistant Apron.
- The concentrated sulfuric acid used is very hazardous. In case of accidental spillage, wash spills off yourself immediately with large amounts of water. Neutralize spills on the laboratory bench with baking soda.
- The organic acids and alcohols are **flammable**. Use great care around flames. Do not heat directly with a burner but use a water bath.
- The alcohols are all poisons. Do not ingest them. Wash yourself with soap and water if you spill some on yourself.

Procedure

Preparation of purification of ethyl acetate (ethyl ethanoate).

1. Preparation of ethyl acetate.

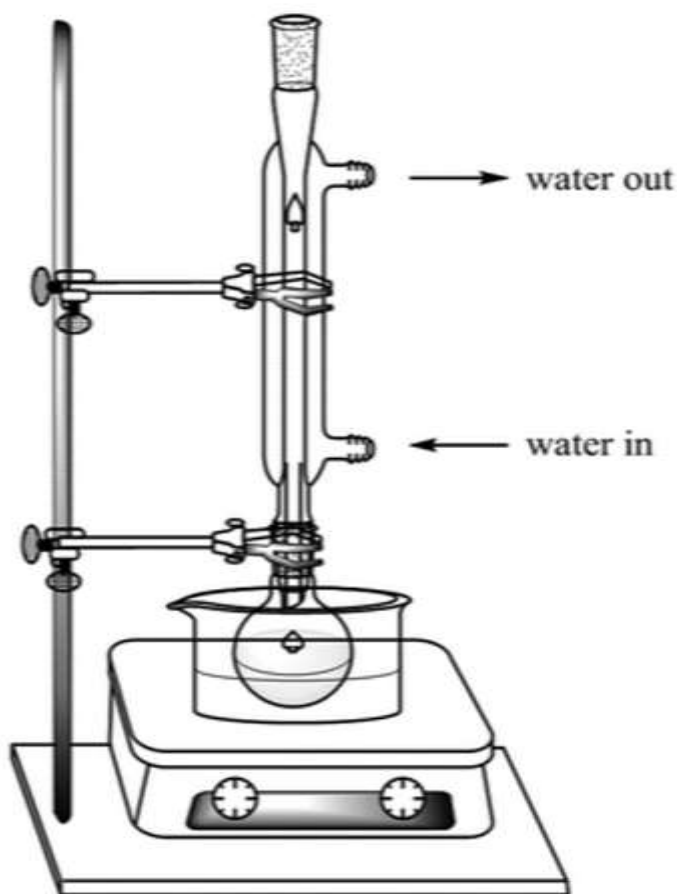


Diagram: Showing set up of apparatus for preparation of ethyl acetate

- In one 125-mL Erlenmeyer flask, place 10-mL ethanol, 12 mL glacial acetic acid, 15 drops of concentrated sulfuric acid (18 M), and a boiling stone.
- The condenser should be clamped in a vertical position, with the bottom of the condenser inside the flask. When the condenser is inserted in this manner it acts as a reflux condenser, allowing the vapors of the mixture to condense and return to the reaction vessel.

- Slowly run cold water through the condenser, in at the bottom and out at the top. Heat the flask in a hot water bath.
- Raise the temperature of the hot water until the mixture in the Erlenmeyer flask is gently boiling and continue heating for about 15 minutes.
- Cool the mixture.

2. Distillation of ethyl acetate.

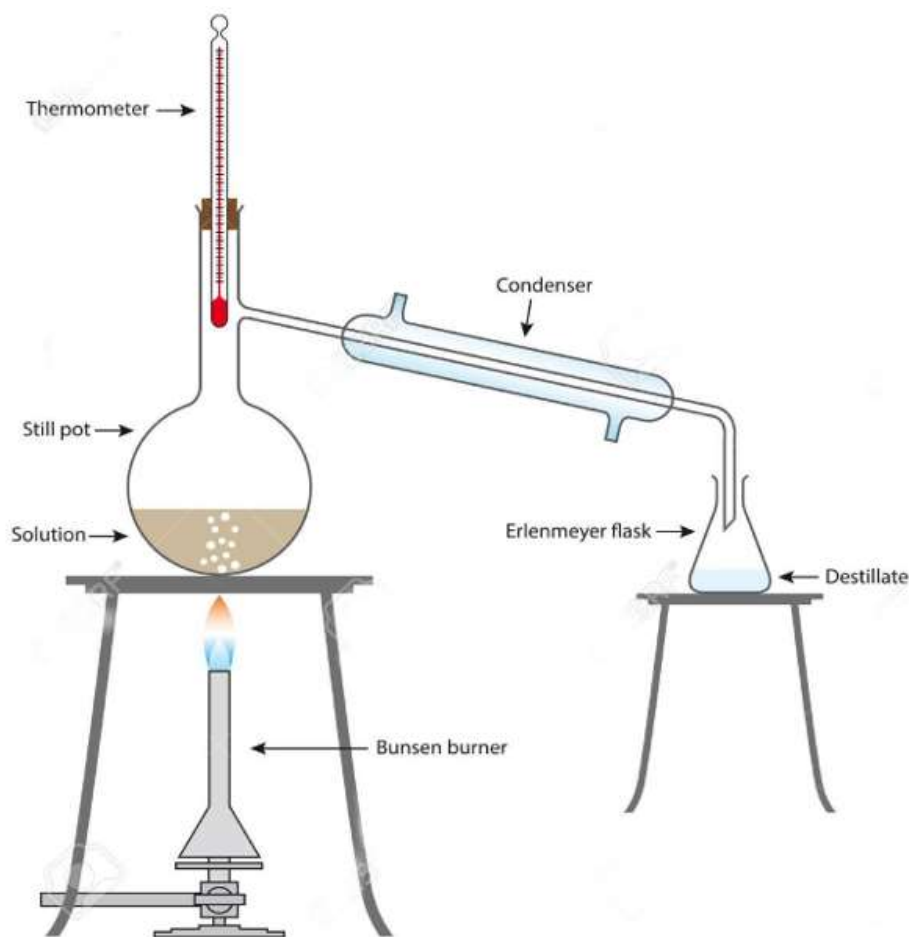


Diagram: Showing set up of apparatus for distillation of ethyl acetate

- Pour the mixture (including the boiling stone) into a distilling flask and connect the condenser to the side arm of the flask.
- Insert a thermometer.

- Heat the bottom of the distilling flask in a hot water bath until no more distillate is coming over.
- Record the temperature at which the distillation begins and the temperatures during and at the end of distillation.
- Look up the boiling point of ethyl acetate and compare to the distillation temperature.

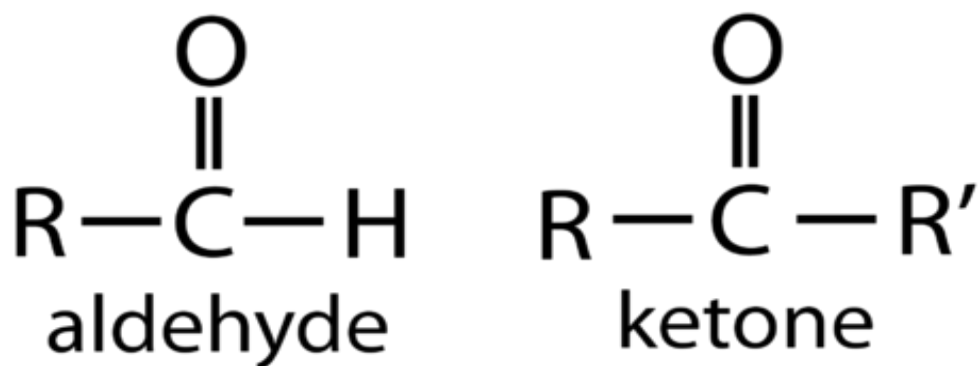
QUESTIONS:

- 1 Write the equation for the formation of ethyl acetate
- 2 What is the purpose of sulfuric acid?
- 3 What happens if water is removed from the reaction mixture.
- 4 Write the structure of the product formed when ethanol is oxidized by sodium dichromate

LAB #5: Qualitative tests for aldehydes and ketones

Aim: To distinguish between Aldehydes and Ketones.

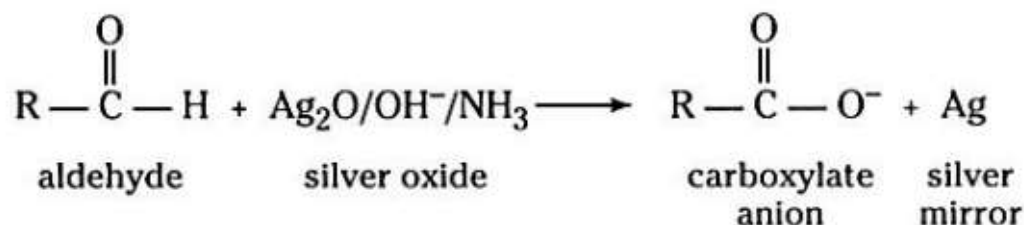
Principle: Both aldehydes and ketones contain the carbonyl group, and both undergo nucleophilic addition reactions, with nucleophiles.



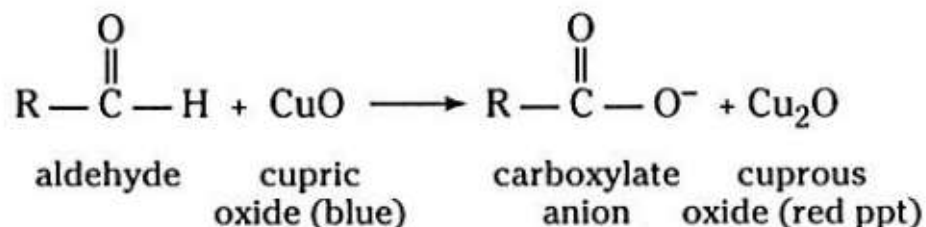
However, while aldehydes are easily oxidized to yield carboxylic acids, $\text{RCHO} \rightarrow \text{RCO}_2\text{H}$, ketones are unreactive toward oxidation. This reactivity difference is a consequence of structure: aldehydes have a (-CHO) proton that can be removed during oxidation, but ketones do not.

Aldehydes can be distinguished from ketones by their reaction towards the following mild oxidizing agents:

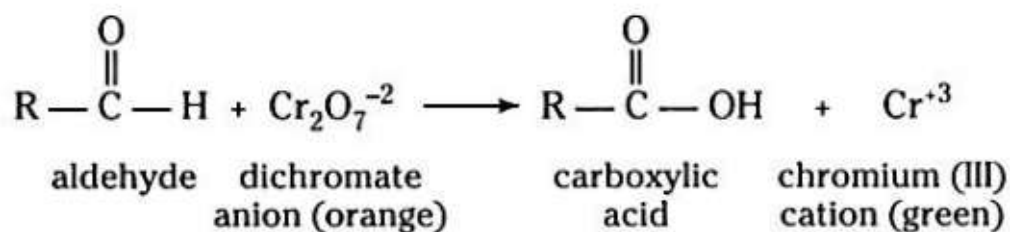
- i. Silver oxide in ammonia (to yield a silver mirror), otherwise known as **Tollens' test**.



- ii. Buffered (blue) cupric oxide solution (to yield the red cuprous oxide) otherwise known as **Fehling's** or **Benedict's test**.



- iii. Orange acidic dichromate solution (to yield green chromic salts), otherwise known as the **Jones oxidation test**.



Procedure:

Experiments should be carried out and results presented as indicated below:

Tests	Observation	Inference
<p>1). Place 2ml of a 5% AgNO₃ soln. in a freshly cleaned test tube. Add 5% NaOH soln. dropwise until a black ppt forms.</p> <p>Dissolve the ppt by adding dropwise with stirring NH₄OH until the soln. just becomes clear. Avoid adding excess ammonia. Divide the soln. into three parts. Add 10-15 drops of the compounds to be tested to each of the parts. Cork and heat for about 1 minute in a 60°C water bath. Record your result.</p>		
<p>2). Mix 5 ml of Fehling's solution A with 5 ml of Fehling's soln. B in a test tube. Divide the resulting soln. into three parts and add 1 ml of each of the compound to be tested to each of the parts. Cork the three test tubes place them on a 60°C water bath and heat for about 10 mins.</p> <p>A positive test is indicated by a change in the blue colour of the solution and the slow formation of a fine brick red Cu₂O ppt.</p> <p>Record your result.</p>		
<p>3). To each of 3 test tubes, add 2 ml of a 1% Sodium dichromate solution and 5 drops of conc. Sulfuric acid. Mix the content thoroughly. Add 10 drops each of the compounds to be tested.</p> <p>Cork the test tubes and warm gently in a 40 – 50°C water bath for a minute.</p> <p>Observe and record any color changes.</p>		

LAB #6: Determination of an unknown carboxylic acid

Aim: To determine the molar mass of an unknown monoprotic carboxylic acid by titration and hence identify the acid.

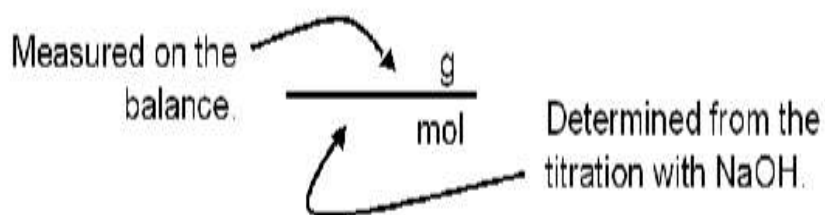
Principle: At the equivalence point of the titration, the moles of OH⁻ (base) are equivalent to the moles of H⁺ (acid) in the sample. The moles of OH⁻ added to the solution from a burette are calculated from the concentration of the base (MOH) and the volume of base (VOH) added, as:

$$M_{OH^-} \left(\frac{mol}{L} \right) V_{OH^-} (L) = n_{OH^-} (mol)$$

Because it is a monoprotic acid, the moles of acid are equal to the moles of OH⁻ at the endpoint of the titration.

$$n_{OH^-} (mol) = n_{acid} (mol)$$

The units of molar mass are g/mol. This intensive property is the ratio of two extensive properties, as is shown in the figure below.



The lab goal is to determine the molar mass of an unknown monoprotic acid. The grams of acid are determined from weighing the acid and the moles are determined from the titration with NaOH.

Materials required: Weighing balance, Burette, Pipette, Erlenmeyer flasks (3), Methanol (30mls), 0.1M NaOH (150mls), 0.15g of an unknown carboxylic acid (Benzoic acid) and phenolphthalein indicator.

Procedure

- 1). Accurately weigh 0.15g of your unknown acid and transfer it into a 125ml Erlenmeyer flask. Add 10 ml of methanol and 2 drops of phenolphthalein indicator and swirl the contents to ensure proper mixing.
- 2). Titrate against a standardized 0.1M NaOH solution. The change in color from colorless to pink can be noted once the equivalent point has been reached. Record your readings.
- 3). Repeat the titration with a new weighed sample of the same carboxylic acid. The mass used for the second titration should be different from the mass used for the first determination.

Calculate the molar mass (g/mol) The two values should agree within ± 2 amu. If they do not, perform a third titration.

- 4). Wash the burette after the last titration, while still clamped. Drain the burette, then slowly add about 10 mls of water and drain; then 10mls of dil. HCl and drain; finally add 50ml of distilled water and drain.

Do not place the burette under the faucet in order to wash it

- 5). Identify your unknown carboxylic acid by matching your results with the possibilities listed in the table provided

Results:

Tabulate your results as shown below:

	Attempt #1	Attempt #2	Attempt #3
Mass of Carboxylic acid			
Final burette reading			
Initial burette reading			
Volume of NaOH needed for neutralization			
Molarity of NaOH (Standardized)			
Molar mass of the acid			
Average Molar mass of unknown			

Conclusion: My unknown carboxylic acid is -----

Suggest a molecular formula for this acid:

How many carboxylic acids with this formula are possible?

LAB #7: Reactions of Amines and Carboxylic acids

AIM: To test and observe the reactions of some amines and carboxylic acids.

Reagents:

- Phenylamine (Avoid skin contact. Toxic & harmful because of skin absorption)
- Ethanoic acid
- Red litmus paper
- Sodium nitrite (10%)
- Hydrochloric acid (Conc), 5% and 10% HCl
- Propanol
- Sodium hydroxide
- Sodium carbonate salt (about 0.5g)
- Lime water
- Benzene sulphonyl chloride

Procedure

Experiments to be carried out and recorded as shown below:

Tests	Observation	Inference
a) Solubility in water Test the solubility of phenylamine in water by shaking 3 drops of phenylamine with 2cm ³ of water. Dip a piece of red litmus paper inside and observe any color change.		
b) Solubility in HCl Test the solubility of phenylamine in HCl by shaking 3 drops of phenylamine with 2cm ³ of HCl. Compare with sol. In water		

Tests	Observation	Inference
<p>c) Nitrous acid test</p> <p>Cool a mixture of sodium nitrite and a solution of the amine in an ice bath. The mixture must be added in the ice bath.</p> <p>Add moderately concentrated hydrochloric acid to the mixture above in the ice bath. Note the effervescence.</p> <p>All additions for reaction c must be done in the ice bath.</p>		

Tests	Observation	Inference
<p>d). Hinsberg test</p> <p>Place about 10-15 drops of the amine (0.5 – 0.8 g, if solid) in a test tube. Add 15 drops of benzenesulphonyl chloride and 10 – 15 drops of 10% NaOH solution. Stopper the test tube and shake it vigorously for a few mins. Remove the stopper and warm the test tube in a water bath (60 – 70 °C) for about 1-2 mins and check for reaction.</p> <p>If ppt. forms in the alkaline solution, add 3-5 ml of a 10% and shake the test tube. If the alkaline solution is clear, acidify it with a 10% HCl to see if a ppt will be formed.</p>		

Test	Observation	Inference
d) Add ethanoic acid to propanol		

Test	Observation	Inference
e) Add ethanoic acid to sodium hydroxide		

Test	Observation	Inference
e) Add ethanoic acid to sodium carbonate and test the gas given off with lime water.		

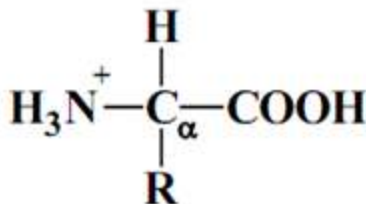
LAB #8: TITRATION OF AN AMINO ACID (GLYCINE)

AIM: To study the titration curve of an amino acid (glycine).

Theory: Titration curves are obtained when the pH of given volume of a sample solution varies after successive addition of acid or alkali. The curves are usually plot of pH versus the volume of titrant added.

Amino acids are amphoteric molecules which can be titrated either against an acid or an alkali. They are weak Polyprotic Acids which exist as zwitterions at neutral pH. When an aqueous solution of an amino acid is titrated with an acid, it acts as a base, with a base, it acts as an acid.

In this experiment we are finding out the titration curve of the amino acid Glycine.



Glycine is a diprotic amino acid which means that it has two dissociable Protons, one on the α amino group and the other on the carboxyl group. In this fully protonated form; it can donate two protons during its complete titration with a base. In the case of Glycine, the R group does not contribute a dissociable Proton.

Dissociation 1:**Dissociation 2:**

The dissociation of proton proceeds in a certain order which depends on the acidity of the proton: the one which is most acidic and having a lower pKa will dissociate first. So, the H⁺ on the α-COOH group (pKa1) will dissociate before that on the α-NH₃ group (pKa2).

Chemicals:

0.1M Glycine

0.1M NaOH

Equipment:

pH meter

250ml conical flask

5ml pipette

PRECAUTIONS:

Observe all laboratory precautions.

Procedure:

Pipette 25 cm³ of glycine into the conical flask provided and measure the pH. Now fill the burette to the zero mark with 0.1M NaOH. Using the burette, add 5ml of 0.1M NaOH to 25cm³ of glycine and record the pH of the resulting solution. Continue adding 5 ml of NaOH at a time and measure the pH for every 5ml added. Record your results as shown in the table below.

Results

Volume of NaOH added	Total volume of NaOH	pH of solution
0ml	0ml	
5ml	5ml	
5ml	10ml	
5ml	15ml	
5ml	20ml	
5ml	25ml	
5ml	30ml	
5ml	35ml	
5ml	40ml	
5ml	45ml	
5ml	50ml	
5ml	55ml	

QUESTIONS:

- 1 Draw the structure of glycine.
- 2 What makes glycine unique to the other amino acids.
- 3 Using the data collected draw a titration curve with pH on the vertical axis [shorter axis] and the volume of NaOH added on the horizontal axis [longer axis].
- 4 Obtain the value of pI (isoelectric point) from the graph.

LAB #9: ISOLATION OF CAFFEINE FROM TEA BY EXTRACTION

AIM: To demonstrate the isolation of a natural product from a biological source, using extraction techniques.

THEORY OF EXTRACTION

Extraction with a solvent (Solvent extraction) is a separation technique most frequently employed to isolate one or more components of a mixture. The technique is based on the preferential solubilities of the components of the mixture for two different immiscible solvents.

It involves the partial removal of a solute from one liquid in which it is less soluble to another immiscible liquid in which it is more soluble. In most cases, an organic solvent is used to remove an organic solute from an aqueous solution or suspension. If a solute is shaken with a mixture of two immiscible solvents at a fixed temperature, the solute will distribute itself in both solvents according to its solubility in each. The solute will partition itself according to the ratio:

$$K_p = [\text{solute}]_A / [\text{solute}]_B$$

Where K_p is the distribution coefficient, $[\text{solute}]_A$ is the concentration of the solute (in moles/L) in solvent A (usually the organic solvent) and $[\text{solute}]_B$ is the concentration of solute in (in moles/L) in solvent B (usually water).

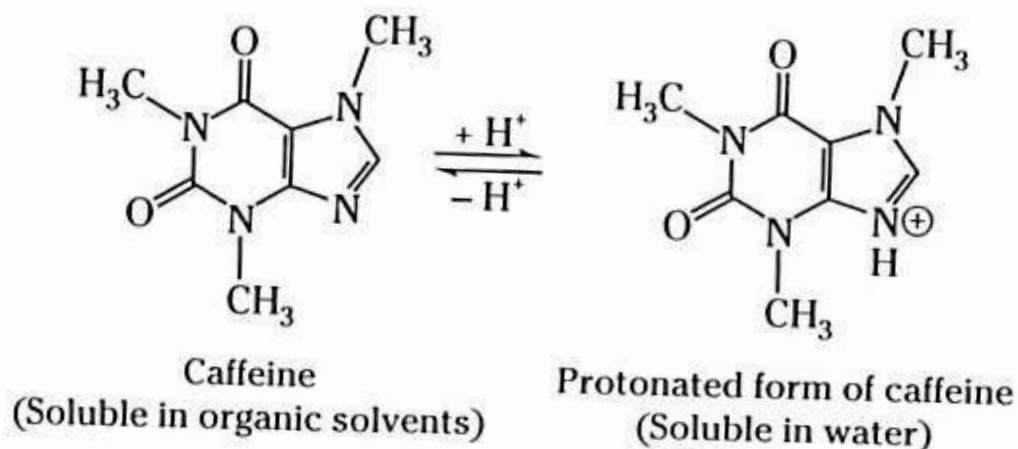
For example, 6.67g of phenol is dissolved in 100ml of water, while 8.33g will dissolve in 100ml of benzene, the distribution coefficient will be:

$$K_p = (8.33\text{g}/100\text{mL})_{\text{benzene}} / (6.67\text{g}/100\text{mL})_{\text{water}} \\ = 1.25$$

Solvent extraction is more efficient if a certain volume of the extracting solvent is used in several portions rather than one.

Caffeine is an alkaloid that is present in coffee, tea, cola, chocolate any many non-prescription drugs.

Caffeine is soluble in water because it has several polar and basic functional groups.



This property makes it insoluble in aqueous base. Thus, by adding a weak base (e.g. sodium or calcium carbonate) to an aqueous solution of tea extract, one can decrease its solubility in water and increase its solubility in a less polar organic solvent (such as CH_2Cl_2), into which the caffeine can be easily extracted, using a separatory funnel. Any neutral compound will be extracted into the organic phase, but unfortunately, there are a few of these present in tea. Any acidic compounds (such as tannic acid, a major component of tea) will be deprotonated and will remain in the aqueous phase.

Therefore, Sodium carbonate serves two main functions: to place caffeine in a more basic environment so that it has a higher affinity for dichloromethane and to cause the tannins which are acidic to form phenolic salts in the aqueous solution.

PRECAUTIONS:

Observe all laboratory precautions.

PROCEDURE:

1. In a 400mL beaker, place 10 tea bags and approximately 100mL of water. Bring to boil on the hot plate and continue to boil for about 15 minutes.
2. Carefully remove the beaker from the hotplate, remove and discard the teabags, and dissolve 15g of Na_2CO_3 in the tea solution by stirring
3. Cool the tea solution in an ice water bath, then transfer it into a separatory funnel, using a funnel.
4. Add 20mL of methylene chloride via a funnel and shake the mixture gently. DO not shake too vigorously, or you will get an emulsion (i.e. a mixture consisting of droplets of one phase suspended into the other). If this happens let it stand for about 15 minutes to allow separation of the layers.
5. Extract the aqueous layer with another 20mL portion of methylene chloride
6. Combine the organic extracts in a 125mL conical flask, and dry them with about 1g of anhydrous MgSO_4
7. Allow the solution to stand for about 10 minutes, swirling it occasionally to complete the drying.
8. Keep the aqueous phase in a beaker – do not discard until you are sure you do not need it anymore
9. Gravity-filter the methylene chloride solution into a small pre-weighed beaker. Add one boiling chip, and carefully evaporate the solvent to dryness in a hot water bath or a large beaker of water on a hotplate in the hood.
10. Remove the boiling chip, reweigh the beaker, and calculate the yield of crude caffeine.

QUESTIONS:

- 1) Tea contains approximately 2% caffeine by weight. Assume that you started with 25g of tea leaves, calculate the percentage yield of your crude extract.
- 2) Suppose you forgot to add sodium carbonate to the tea solution prior to extraction. What effect would this have on your yield?
- 3) What are the advantages and disadvantages of using ether in solvent extraction?
- 4) Why was the extraction with methylene chloride done twice with 20mL each time, instead of once with 40mL of methylene chloride?
- 5) Write equations for the reactions between Sodium and ethanol, phenol and NaOH, and between ethanoic acid and Na_2CO_3 .

CHEM 225 Laboratory Schedule – Fall 2021

Lab#	Week	Date	Topic
1	1	16/08/21	Introduction/Lab Safety
2	2	23/08/21	Determination of the melting point of an organic compound.
3	3	30/08/21	Reactions of alcohols and phenol
	4	Sept 06 - 10	NO Labs
4	5	13/09/21	Qualitative tests for Aldehydes and Ketones
5	6	20/09/21	Formation of ester (Preparation of Ethyl acetate)
	7	27/09/21	Lab Exam 1
	8	Oct. 04 - 08	Midterm Week (No Labs)
6	9	11/10/21	Determination of an unknown carboxylic acid
7	10	18/10/21	Reactions of Amines and carboxylic acid
8	11	25/10/21	Titration of an amino acid (glycine)
	12	Nov. 01 - 05	No Labs
9	13	08/11/21	Isolation of Caffeine from tea.
	14	15/11/21	Lab Exam 2
	15	22/11/21	Review
	16	Nov. 29 – Dec 3rd	Final Exam Week (No Labs)



**ST. GEORGE'S UNIVERSITY
SCHOOL OF ARTS & SCIENCES**

General Concepts in Organic Chemistry

MON-FRID 1:00PM -2:15 PM

Room: VIRTUAL/ WH-B1B

CHEM 226

COURSE OUTLINE

Instructor: Christopher St. Paul

Course Title: ORGANIC CHEMISTRY 2

Course No: CHEM 226

Course Credits: 4

Course Description, Goals, and Objectives:

This is an 8-week course in Organic Chemistry for Post-Baccalaureate students.

Chemistry 226 is a continuation of the material covered in Chemistry 223. Both constitute the one-year of organic chemistry required by most professional schools. Chemistry 226 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 226 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 , 8th 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 • Williamson Ether Synthesis • Synthesis of ethers • Reactions of ethers with hydrogen halide • Phenyl ether cleavage • Thioethers • 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 • Nomenclature of Benzene Derivative • Physical properties of Aromatic Compounds <p>CHAPTER 17 REACTIONS OF AROMATIC 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 • Nitration of Toluene 	<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 P757</p>
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	<p>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	
		P980

	<p>CARBOXYLIC ACID DERIVATIVES</p> <ul style="list-style-type: none"> • Introduction • Nomenclature of acid derivatives • Physical Properties of Carboxylic Acid derivatives <ul style="list-style-type: none"> • Reactivity of Acid Derivatives • Reactions of Carboxylic Acid derivatives 	<p>P981-986 P987</p> <p>P997-998 P1000-1027</p>
8	<p>CHAPTER 22 CONDENSATION AND ALPHA SUBSTITUTIONS OF CARBONYL COMPOUNDS</p> <ul style="list-style-type: none"> • Keto-enol Tautomerism • Formation and stability of enolate ions • Haloform Reactions <ul style="list-style-type: none"> • Aldol condensation of a aldehydes and ketones • Cross Aldol condensation • Claisen Ester Condensation • Michael Addition • Robinson Annulation <p>CHAPTER 23 CARBOHYDRATES</p> <ul style="list-style-type: none"> • Monosaccharide • D and L configuration of sugars • Epimers and anomers 	<p>P1044 P1046 P1053-1056</p> <p>P1057 P1057-1062 P1068-1075 P1081 P1085</p> <p>P1099 P1100 P11003 P1105</p>
	<p>CHAPTER 24 AMINO ACIDS</p> <ul style="list-style-type: none"> • Acid Base Properties of Amino Acids <p>FINAL EXAM[40%] FRIDAY – WEEK EIGHT</p>	<p>P1159-1160</p>



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: Tues and Thurs 10.00am – 11.15am, Labs Fri 11.30 – 12.45pm
Semester and Year: Semester 1, Year 3
Classroom Location: WH – B1A, Lab – Sci lab - North
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: **Tues, Wed & Thurs 2- 4pm. Mon 10am – 12pm**

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

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 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.

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*.

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:

This course will be delivered in person on campus at the scheduled times and venues and streamed live to students. There will also be some directed student activities (DLA) which students must undertake before attending the preceding lecture.

Course Schedule:

Biochemistry for Life sciences (CHEM 300) Lecture and Lab schedule Fall 2021

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	Textbook	Professor
01	Aug. 17	1	Introduction to Biochemistry		Prin. Of BCH CHP 1	Ikolo, B
02	Aug. 19		Molecules and chemical reactions of life			Ikolo, B
03	Aug. 20		Cell structure and function	1		Ikolo, B
04	Aug. 24	2	Protein's structure and function I		LIRB CHP 1-5	
05	Aug. 26		Protein structure and function II			Ikolo, F
06	Aug. 27		Enzyme's structure and function			Ikolo, F
07	Aug. 31	3	Carbohydrate's structure & function I	2	Prin. Of BCH CHP 8	
08	Sept. 02		Carbohydrate's structure & function II			K. James
	Sept. 03		Integrated: Protein misfolding diseases			
	Sept. 6 - 10	4	Exam 1			
09	Sept. 14	5	Introduction to lipids		Prin. Of BCH CHP 9	Ikolo, B
10	Sept. 16		Lipids & Biological membranes			Ikolo, B
11	Sept. 17		Membrane transport			LIRC&M CHP 13-19
12	Sept. 21	6	Cell-cell communication		LIRC&M CHP 17-19	Ikolo, B
13	Sept. 23		Introduction to metabolism I		LIRB CHP 8	Ikolo, B.
	Sept. 24		Integrated: Lactose intolerance			
14	Sept. 28	7	Introduction to metabolism II	3	LIRB CHP 8	Ikolo, B.
15	Sept. 30		Energy generation in cells			Ikolo, B.
	Oct. 01		Review			
	Oct. 04 - 08		Exam II (Mid-term Exam)			
16	Oct. 12	9	Gluconeogenesis		LIRB 8 - 10	Ikolo, F
17	Oct. 14		Glycogen metabolism			Ikolo, F
18	Oct. 15		Hexose monophosphate pathway			Ikolo, F
19	Oct. 19	10	Bioenergetics		Prin. of BCH CHP 15	
20	Oct. 21		Photosynthesis	4		James
	Oct. 22		Integrated: Diabetes			
21	Oct. 26	11	General Lipid metabolism		LIRB CHP 19-20	
22	Oct. 28		Nitrogen metabolism - Amino acid catabolism & Urea formation			Ikolo, B
	Oct. 29		Review			
	Nov. 01 - 05	12	Exam III			
23	Nov. 09	13	Nucleotide metabolism		Genomes 3	Ikolo, F
24	Nov. 11		DNA structure and function	5		Maj
25	Nov. 12		RNA structure and function			Maj

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*.

26	Nov. 16		Protein synthesis			Maj
27	Nov. 18		Gene regulation		Genomes 3	Ikolo, F
	Nov. 19		Integrated: Hypercholesterolaemia			
28	Nov. 23	15	Molecular medicine - Forensics			
29	Nov. 25		Biotechnology	6		Ikolo, F
	Nov. 26		Integrated: Genetic disorders - sickle cell disorders			
14	Nov. 29 – Dec. 3rd		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:

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
School of Arts and Sciences

Department of Biochemistry

Course Code and Title: CHEM 450 - Biochemistry

Semester and Year: Fall 2021

No. of Credits: 3

Pre-requisite(s): CHEM 224 – Organic chemistry II

Course Director: Ms. Kafi James-Lewis

Course Lecturer Name(s): Ms. Kafi James-Lewis

Dr. Felicia Ikolo

Dr. Margit Trotz

Dr. Shellon Thomas

Mrs. Atoum Abdullah

Course Secretaries: Angel Charles

Jenny MacDonald

Course Director Contact Information: kjames@sgu.edu

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

Office Hours: 1 pm – 2 pm on Fridays

Personal zoom meeting link:

<https://sgu.zoom.us/j/5918773005>

Personal zoom meeting ID:

591 877 3005

Or by appointment at other times(contact Jenny MacDonald at jmcdonal@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 power point slides and direct learning activities (DLAs), with additional information taken from the recommended text (Lippincott's Illustrated Reviews).

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. 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 Online quizzes** which will account for **2%** each.

Exams will be delivered online using the Exam Soft platform. Exam ID and Exam Monitor will be enabled for all exams. Students are expected to follow all University Examination Policies and Procedures for exams as outlined in the Student Manual.

Online quizzes will be delivered online using Sakai Test and Quizzes.

Course Materials:

Readings/Resources: Lecture notes and lectures posted on Sakai.

Recommended Text: Emine E. Abali, et.al Lippincott's Illustrated Reviews: Biochemistry. 8th Edition. 2021. Lippincott Williams & Wilkins, Philadelphia. (ISBN: 9781975155063).

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.

Dual-delivery

Live lectures will be delivered Wednesday at 10 am - 11:15 am (Grenada time) in Bourne Lecture Hall (BLH). Lectures will also be live-streamed and recorded via Zoom. Recorded live sessions will be available on Panopto.

Themed office hours are scheduled on Monday at 10:30 am – 11:20 am, where selected topics will be discussed.

Turning point app for mobile responses may be used during live lectures and office hours.

Participation

Student participation will be monitored using practice online quizzes. 8 practice online quizzes will be available to students throughout the semester. All students are required to participate.

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 2021

Times and Day Pre-Lab sessions at 2:30 pm on Tuesdays and wet labs at 11:30 am on Thursdays

Classroom Location: Live, Live-streamed and recorded

Pre-requisite(s): N/A

Course Director: Mrs. Kafi James Lewis

Course Lecture(s): Mrs. Kafi James Lewis, Ms. Candice Benjamin, Mr. Kwami Jones, Ms. Reeba Lewis, Mr. Teddy Ikolo

Course Lecturer(s) Contact Information:

cbenjam1@sgu.edu; kjones@sgu.edu; tikolo@sgu.edu, rlewis5@sgu.edu

Course Director Contact Information: 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) Micropipetting, 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 apply problem solving skills to interpret experimentally derived data and communicate this information in a clear and organized manner in the form of written lab reports.
4. Understand general safety techniques required in a biochemical laboratory.

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, 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.

Attendance Policy

Completion of online Sakai practice quizzes (professionalism activities 1 to 6) is mandatory and will serve as proof of participation 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 (per student) electronically, into folders created on Sakai by 4.00 p.m. on the date stated in the laboratory schedule.

Safety considerations during physical presence and activity in any biochemistry laboratory:

- 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.
- 2) Shoes must have closed toes and heels, **NO SLIPPERS, NO FLIP-FLOPS, NO SANDLES.** You may be asked to leave if you are not dressed properly to conduct an experiment.
- 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 spectrophotometers. Allow the lamps to warm up before using and ensure the cuvette compartment door is closed before reading results. Machines should not be moved. Report and clean any chemical spills

7) Exercise caution when using the micropipette. Never use the micropipette without a tip. This could cause damage to the instrument. Never try to measure a volume that outside of the limits of the micropipette.

8) 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) Wash hands thoroughly with soap and water after handling laboratory reagents and especially prior to leaving the laboratory when the session is completed.

9) Do not pipette solutions with your mouth.

10) 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.

11) WHEN IN DOUBT ABOUT ANYTHING – ASK YOUR INSTRUCTOR.

12) REPORT ANY ACCIDENTS IMMEDIATELY TO YOUR INSTRUCTOR

[Online Etiquette](#)

Students of St. Georges University, Molecular Biology BIOL 331, 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*.

Course Director: Kafi James Lewis, kjames@sgu.edu

Instructors:

Candice Benjamin

Dept. of Biochemistry

Email: cbenjam1@sgu.edu

Phone: Ext. 3105

Office Hrs: TBA

Kafi James Lewis

Dept. of Biochemistry

Email: kjames@sgu.edu

Phone: Ext 3867

Office Hrs: TBA

Teddy Ikolo

Dept of Biol, Ecol & Consv

Email: tikolo@sgu.edu

Phone: Ext 3257

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 201: Community Health
Number of Credits: 3
Days and Times: Mondays, Wednesday, Fridays 1:30 pm – 2:20 pm
Semester and Year: Fall 2021
Classroom Location: Windward Hall B1A and Online/Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Ms. Dianne Roberts
Course Director Name:

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

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

Course Lecturer(s) Office Location: Balisier Building
Course Director Office Location: Balisier Building

Course Support: Nichole Phillip, nphilli2@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:

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 behaviour 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.

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. Describe and critique selected health behaviour 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.

Student Learning Outcomes:

Students who successfully complete this course would be able to:

1. Describe and critique selected health behaviour 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.

Teaching/Learning Principles

Several teaching/learning principles guide the course instructors. A few are highlighted below:

- 1) The course instructors distinguish between information and knowledge. Information refers to sources of knowledge, not knowledge itself. Sources of information exist both within and outside of the active inquirer—in people’s memory, students’ notebooks, road signs, newspapers, textbooks, videos, electronic data bases, and so on. Knowledge, on the other hand, is the active process of making meaning. In the course of daily living, people use information to construct knowledge (make meaning).
- 2) As course participants (students and instructors) we do not “discover” knowledge. Instead, we construct it together by drawing upon a variety of sources, including, but not limited to, our collective experiences, textbooks, and other recommended readings.
- 3) The instructors regard the written syllabus as merely a point of departure, not a blueprint. As the course proceeds the instructors will learn (from students and other sources), and gain new insights concerning course content and structure. And as they get smarter they will adjust the course accordingly. Students will also get smarter as the course proceeds and are invited to initiate revisions to the syllabus as well.

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.

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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: Required readings will be provided via class handouts and postings on SAKAI.

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

Course Grading Requirement:

Date Due	Assignment	Grade
NA	Class participation	5%
Date to be provided	Quiz 1 - After Instructor presentation of the Health Belief Model	5%
Sept 13-17	Class facilitation –behaviour change models	20%
Variable, see schedule (Oct 4-8)	Group presentation: critique of a PSA	20%
See schedule	Team project: The action plan (informal presentation)	10%
Oct 18-Nov 19	Team project: Progress reports	10%
Nov 22 – 26	Team project: Final class presentation	10%
Dec 03	Team project: Final written reports (15%) and brochure (5%)	20%
	TOTAL	100%

Course Requirements:

The standard School of Arts and Sciences grading system (found in the SGU Student Handbook) is used to determine students’ final grade. Students are graded on attendance and class participation; their critique of public service announcement, and a team project that is divided into three (3) reports (an action plan, a progress report and a final report) and class presentations.

Course Schedule:

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ASSIGNMENT GUIDELINES

1. Class Participation (5%)

The course is structured to facilitate peer tutoring. Students are advised to do the necessary advanced preparation and come to class and team meetings ready to critically engage their peers in discussions – by drawing upon examples from their experiences, and by comparing and integrating their experiences and insights with those of their peers, instructors, and assigned readings.

2. Quiz 1 (5%)

Students will be given a short quiz immediately after the instructor completes the lesson/s on the Health Belief Model, students.

3. Assignment #2: Class Facilitation – Behaviour Change Model (20%)

During weeks 4 and 5, working in groups, the class examines different health behaviour change theories and models that offer complementary and opposing views about how to change people's health behaviour. Each group will be expected to carry out research on an assigned health behaviour change model and prepares to facilitate a class discussion on it.

4. Assignment #3: Critique of a Public Service Announcement (20%)

During weeks 6 through 8, each student applies aspects of the theories and model examined in the class to assess extant health related Public Service Announcements (PSA). Each student is required to provide a written critique of a public service announcement and a short informal in-class presentation. The presentation is NOT graded. The written paper is graded by the instructor using a grading rubric. Guidelines for the critique will be provided in a separate handout.

5. Assignment #4: The Health Education Project (50%)

Teams for this project will be formed by the end of week 3 (4). Each team is required to plan, implement and assess a short (4 hours or less) health education project. This assignment is divided into **three (3) phases**, each with its own deliverables. (Timeline: Weeks 6 -15)

- In Phase 1, teams will prepare and submit an **Action Plan**, which comprises a written paper and an oral 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.
- In Phase 2, each team will present **five (5) Progress Reports**, one per week, between Weeks 10 and 14. The Progress Reports are graded by the Instructor AND non-presenting students. The Progress Reports should describe the work completed, work to be done, challenges and obstacles encountered and anticipated, and how the team plans to address them.
- In Phase 3, each team is required to produce a written Final Report and make a class presentation. The final report describes and assesses the intervention. Both outputs are graded.

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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.

Communication

Changes in course scheduling and course assignments will be announced in class and posted on SAKAI.

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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:

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.
- 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.

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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.

- 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.

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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 and Thursdays, 8:30 – 9:45 am
Semester and Year: Fall 2021
Classroom Location: LH – D1B and Zoom/Online Delivery
Pre-requisite(s): None

Course Lecturer Name(s): Dr. Hazel Da Breo
Course Director Name: Dr. Hazel Da Breo

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

Course Lecturer(s) Office Hours: TBA
Course Director Office Hours: TBA

Course Lecturer(s) Office Location: Appointments via Zoom platform
Course Director Office Location: Appointments via Zoom platform

Course Support: Ms. Nichole Phillip, nphilli2@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:

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.

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. Ability to think critically about community health issues and how those issues affect individuals and groups.
2. Gain a well-rounded perspective on public health problems that occur at a community level.
3. Expand understanding of how communities are established, defined, and sustained, including indigenous and marginalized communities worldwide.
4. Identify and challenge the norms and biases that adversely impact community health and well-being, considering social media, personal experiences, or community-based experience.
6. Engage in field work in order to gain further experience in community health using the context of Grenada, or your community of origin.

Student Learning Outcomes:

1. To be able to articulate the differences between public, community and individual health.
2. To understand how history influences public health practice.
3. To explore the epidemiological foundations that provide 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:

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: 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 x 4 = 20%

Assignments x 4 = 20%

Case Study Class Presentations = 25%

Class Participation = 5%

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Final Research Project – 30%
 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 yourselves in an appropriate manner, including being respectful of the opinions of others.
4. Engage and respond to all class announcements, resources, and directions provided by Course Director via Sakai platform or email. Contact Course Director early if anything is unclear and needs 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.
7. Turn on cameras for all Zoom classes. Mute microphones when not speaking.

Course Schedule:

Please see attached course schedule.

DATE	TOPIC	ASSIGNMENT/FORUM DUE
WEEK 1		
Aug 16th	Introductions / Orientation	
WEEK 2		
Aug 23rd	Fundamentals of Community Health: Individualistic vs Structural Perspectives, Human Diversity, Collective Wellness. Movements for Social Change and Liberation; the Global context.	
WEEK 3		
Aug 30th	Epidemiology: The Study of Disease, Injury, and Death in the Community Marginalized Voices, Ethics of Approaches in Research	
WEEK 4		
Sep 6th	Contexts between Individuals and Communities: Fragilities and Power. Chapter 5: Community Organizing/Building and Health Promotion Programming. Environmental Psychology & Dynamic Ecological Contexts as defined by human processes.	Assignment 1 Due Friday, Sep. 10th.
WEEK 5		
Sep 13th	Tuesday 14th: Guest Speaker 1: Nurse/NGO Director, Antigua. The School Health Program: A Component of Community and Public Health. Social Capital. Conflict and Change.	Reflections on Guest Presentation Due in Forum, Wed Sep 15th.
WEEK 6		
Sep 20th	Class Presentations x 4 @15 mins each Chapter 7: Maternal, Infant, and Child Health	
WEEK 7		
Sep 27th	Class Presentations x 4 @15 mins each Chapter 8: Adolescents, Young Adults, and Adults. Power Over, To and From. Becoming Empowered Leaders.	
WEEK 8		
Oct 4th	Tuesday 5th: Guest Speaker 2: Dr. of Sexual and Reproductive Health, St. Lucia/New York. Class Presentations x 3 @15 mins each	Assignment 2 Due, Friday, Oct 8th. Reflections on Guest Presentation Due in Forum, Wed, Oct. 6th.
WEEK 9		
	Class Presentations x 3 @ 15 mins each	

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Oct 11th	Chapter 9: Older Adults. Risk Factors, Protective Factors, The Relational aspects of Support.	
WEEK 10		
	Class presentations x 4 @15 mins each	
Oct 18th	Chapter 10: Community/Public Health and Racial/Ethnic Populations/ HIV/AIDS, Sex Abuse Trauma, School Bullying and Violence	
WEEK 11		
	Tuesday 2nd: Guest Speaker 3: Community Nurse, Grenada	Reflections on Guest Presentation Due in Forum, Wed, Oct.27.
Oct 25th	Chapter 11: Community Mental Health , Suicide Prevention	
WEEK 12		
	Class presentations x 4 @15 mins each.	Assignment No. 3 Due, Friday, November 5th.
Nov 1st	Chapter 12: Alcohol, Tobacco & Other Drugs: A Community Concern. / Program Evaluations – Formative and Summative.	
WEEK 13		
Nov 8th	Class Presentations x 4 @ 15 mins each	Reflections on Guest Presentation Due in Forum, Wednesday, Nov.10 th .
	Tues Nov. 9th: Guest Speaker 4: Social Justice Lawyer, Grenada Chapter 13: Crime Policy. Punishment vs Prevention.	
WEEK 14		
	Class Presentations x 4 @ 15 mins each	
Nov 13th	Chapter 15: Injuries as a Community/Public Health Problem	
WEEK 15		
Nov 22nd	Class Presentations x 3 @15 mins each	
WEEK 16		
Nov 29th		Friday, Dec. 3 rd . Final Class Paper Due

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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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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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: COMM 203: Social Media
Number of Credits: 3
Days and Times: Monday, Wednesday, Friday: 12:30pm – 1:20pm
Semester and Year: Fall 2021
Classroom Location: Hybrid: Online & In-Person Delivery
Pre-requisite(s): N/A

Course Lecturer Name(s): Ms. Krystal Da Breo
Course Director Name: N/A

Course Lecturer(s) Contact Information: kdabreo1@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays – Fridays: By Appointment
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: East Wing, First Floor, Caribbean House
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 is designed to introduce social media as a communication tool used for more than just connecting with friends and family, but as one that can be effectively integrated into an organization's existing communication and marketing strategies. Through interactive sessions, discussions of case studies and practical work, students will, by the end of the course, have the knowledge to execute social media strategies in a number of settings for business, non-profit organizations or personal development.

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Course Objectives:

1. Apply social media best practices for businesses and organizations.
2. Develop skills in writing for digital media.
3. Explain the importance of building and managing online reputations.
4. Investigate current trends in social media.

Student Learning Outcomes:

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

- i. Apply social media best practices for businesses and organizations.
- ii. Develop writing skills, specifically for digital media.
- iii. Explain the importance of building and managing online reputations.

Program Outcomes Met By This Course:

The course fulfils the requirement of an elective.

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:

There is no assigned textbook for this course. Required reading will be posted online in the Sakai group or provided in class. For this course, you will need a Facebook account to access the mandatory Facebook group (SGU Comm 203: Social Media).

Course Grading Requirements:

Grades for this course will be assigned using the SAS Grading Scale. Your overall grades will be determined based on your performance in the following areas:

Assignments:	30%
Class Presentation:	10%
Midterm Project:	20%
Online Interaction:	10%
Final Project:	25%
Attendance:	<u>05%</u>
Total:	100%

Course Schedule:

NB: This schedule may be subject to change

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Week	Topics/Exercises	Assignments
Week 1	Introductions and Course Overview <ul style="list-style-type: none"> • Communications Basics • Split Class into Groups Avoiding Plagiarism & Academic Writing <ul style="list-style-type: none"> • APA 7th Ed. • Common Writing Errors 	Join Facebook Group
Week 2	Social Media <ul style="list-style-type: none"> • Definitions, history • Conducting a social media audit 	Assignment 1: Social Media Fast
Week 3	Writing for Digital Media <ul style="list-style-type: none"> • Online articles, blogging, • Search Engine Optimization 	Online Interaction 1
Week 4	Developing Content for Social Media <ul style="list-style-type: none"> • Measuring Engagement 	Assignment 2: Blog Post
Week 5	Trend Reports <ul style="list-style-type: none"> • What are they? 	Midterm Project: Trend Reports
Week 6	Class Presentations on Trend Reports	
Week 7	Class Presentations on Trend Reports	Online Interaction 2
MIDTERMS WEEK – NO EXAM		
Week 9	Social Media for Business	
Week 10	Online Identity <ul style="list-style-type: none"> • Managing reputations 	Assignment 3: Online Identity
Week 11	Social Media for Non-Profit Organizations <ul style="list-style-type: none"> • Online Advocacy 	Final Project
Week 12	Crisis and Social Media	
Week 13	Class Presentations on Final Project	
Week 14	Class Presentations on Final Project	
Week 15	Final Project Write Up Due	Online Interaction 3
FINALS WEEK – NO EXAM		

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Attendance Policy:

Attendance Requirement

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For this course, attendance will be taken at every class session. It is your responsibility to ensure that you attend classes on time. If you are going to miss class, please inform me as soon as possible.

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

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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 Policy:

All assignments must be submitted online through the Turnitin dropbox on Sakai. Submission details will also be provided with the assignment guidelines document, which will be provided with every assignment. If, for any reason, you miss the assignment deadline, you must inform me as soon as possible. Failure to do so will result in your submission going unmarked.

Classroom/Online Etiquette:

This is a Social Media course, so there will be times when we will have to access our social media accounts during class time, but please refrain from doing so when it is not relevant to the current discussion. You are also expected to be courteous to not just the lecturer and guest lecturers, but also to your classmates. In the same way that you are expected to be courteous during class time, you are expected to extend that same courtesy online. This includes online discussions, comments, and email messages, and on social media platforms.

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Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: COMM 204 Public Speaking, Section 2
Number of Credits: 3
Days and Times: Tuesdays & Thursdays 5:30 pm - 6:45 pm
Semester and Year: Fall 2021
Classroom Location: BLH and Online/Zoom
Pre-requisite(s): ENGL 213

Course Lecturer Name(s): Ronald O. Charles
Course Director Name: Ronald O. Charles

Course Lecturer(s) Contact Information: rocharles@sgu.edu; Ext. 3650
Course Director Contact Information: rocharles@sgu.edu; Ext. 3650

Course Lecturer(s) Office Hours: Tuesdays & Thursdays 10:30 am - 12:30 pm & Mondays & Wednesdays 2:30 pm - 5:30 pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier – Ground Floor
Course Director Office Location: Ballsier – Ground Floor

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:

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, oral presentations, debating, and group exercises throughout the course.

Course Objectives:

1. Fundamental to the course is the idea that presentation skills are a means of empowerment.
2. Development of communication skills.
3. Active involvement in discussions and debates.

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Student Learning Outcomes:

Students should be able to:

1. Overcome the usual apprehension that comes with public speaking and learn to deliver a speech **extemporaneously**.
2. Establish credibility and develop his or her oratory skills to participate ethically, in an increasingly interactive and verbal society.
3. Site sources, use supporting materials and visual media.
4. Demonstrate critical thinking skills required in a society that constantly demands that people make choices that they can defend.
5. Speak effectively in different settings.
6. Demonstrate an understanding of the rules of engagement as discussed during lectures and described in the textbook.

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 = 64.4% 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. (latest version)

Supplementary Readings/Resources: Will be given in class

Course Grading Requirement:

Introductory Speech	5%
Informative Speech	15%
Persuasive Speech	15
3 rd party speech written	10%
3 rd party speech delivery	15%
Quizzes (4)	20%
Participation	10%
Debate (in class)	6%
Debate (public)	<u>4%</u>
Total	100%

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Course Requirements:

I. Speeches: The focus of this course will be the development of extemporaneous speaking skills.

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 3-5 minute 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 your 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 3-5 minutes 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 offering in the best possible light. You are required to develop and use a visual aid to support your arguments.

Third Party Speech – Write a 5 minute speech and identify the General and Specific Purposes, Central Idea/Thesis Statement, Organizational Pattern, Concluding Remarks and Clinching Statement. This speech is then assigned to another member of your class for presentation.

Impromptu Speech – As time permits.

Debates – In-class (2 minutes), University Community (5, 3 and 2 minutes accordingly)

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:

Because it is important to establish credibility, you must always cite sources. The informative and persuasive speech assignments require that you do research (i.e. rely on sources outside yourself- books, internet, magazines, journals, interviews, etc.), you must cite at least two sources. Cite all sources using the APA format (your own style will not suffice). Check the references librarian or the internet for help in finding these style manuals. Failure to cite sources in a typed bibliography (outline) and verbally (during presentation) will result in a grade penalty.

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3. Deliver speeches extemporaneously.

Reading of any speech (focusing on paper...not establishing eye contact with your audience) reflects lack of preparation and will result in a significant grade penalty.

II. Outlines of Speeches:

A Speaking Outline uses key words or phrases to jog your memory while delivering your speech. This is a brief outline of ideas prepared in advance rather than from a fully written manuscript. These notes (note cards) are to jog your memory, help you stay on track, and better develop ideas and delivery.

A Rough Outline is required (APA reference style is to be used) 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. It also helps you better organize your speech. Failure to submit typed content/sentence outlines on the due date of each speech assignment will result in a grade penalty.

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 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 responses each speech assignment. This peer feedback will be done during class time. These responses are 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 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:

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

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- 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
- 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.

POLICY INFORMATION

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[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

All assignments must be submitted via Panopto and Sakai as instructed.

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Classroom/Online Etiquette Procedure:

Students must adhere to the rules of engagement and conduct themselves professionally.

Policy/Procedure Related to the Department:

All presentations must be done professionally.

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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP 104 Human Computer Interaction.
Number of Credits: Three (3)
Days and Times: Tuesday & Thursday 8:30am - 9:45am
Semester and Year: Fall 2021
Classroom Location: Online/WH B1C
Pre-requisite(s): None.

Course Lecturer Name(s): Chrislyn Charles-Williams
Course Director Name: Dr. K. S. Senthilkumar

Course Lecturer(s) Contact Information: ccwilliams@sgu.edu
Course Director Contact Information: 1(473) 444-4175 Ext. 3311.

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

Course Lecturer(s) Office Location: N/A
Course Director Office Location: Building D (Leeward Hall), 2nd Floor

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:

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.

Course Objectives:

1. Apply an interactive design process and universal design principles to designing HCI systems.
2. Describe typical human-computer interaction (HCI) models and styles.
3. Describe and apply core theories, models and methodologies from the field of HCI.
4. Describe and use HCI design principles, standards and guidelines.
5. Use the basic frameworks by which user interface elements are evaluated.

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6. Design, implement and evaluate effective and usable graphical 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:

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.

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. 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 = 64.4% or less

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. 2019
- **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

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Supplementary Readings/Resources: 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.

Course Grading Requirement:

Quizzes	10%
Assignments	20%
Project	20%
Midterm Exam	25%
Final Exam	25%

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 the instructor. If you do not understand, ask the instructor

Course Schedule:

Week	Slides & Readings	Topics	Lectures /Discussions	QUIZ / PROJECT/ ASSIGNMENT REQUIRED
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	Assignment 1 given
3	Interaction Design [ID] Chapter 4	Cognitive Frameworks	Cognitive aspects	Assignment 1 expected
4	Designing the User Interface	What Is Involved in	The Process of	Quiz 1

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	[DUI] Chapter 4 Interaction Design [ID] Chapter 2	Interaction Design	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	Assignment 2 given
6	Designing the User Interface [DUI] Chapter 6 Interaction Design [ID] Chapter 3	Conceptualizing Interaction User Interface Design (UI),	Conceptualizing Interaction Design case studies	Assignment 2 expected
7	Interaction Design [ID] Chapters 5 & 6	Human Factors	Social Interaction Emotional Interaction	
8		Midterm – no lectures		Mid Term Week
9	Interaction Design [ID] Chapters 8 & 11	Data Gathering for Requirement	Data Gathering and Discovering Requirements	Project Given
10	Designing the User Interface [DUI] Chapters 7 & 8	Content organization	Fluid Navigation	Assignment 3 given
11	Interaction Design [ID] Chapter 7	Visual organizational	Interfaces	Assignment 3 expected

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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	Quiz 2
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			Project expected
16		Finals		Final Exam Week

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>).

Assignment Submission Procedure:

All written assignments necessitate proper grammar, spelling, punctuation, and revisions for flow. Complete, concise and clear thoughts are expected in full sentences. Writing material must be typed using double-spaced, Times New Roman, 12-point font, default margin settings of 1” on the sides and 1” on the top and bottom. All submitted materials must be completed in APA format.

All papers, including group projects, MUST BE APPROPRIATELY CITED; FAILURE to do so is PLAGIARISM and will RESULT in at least an ‘F’ on the assignment and possible COURSE FAILURE.

All work assigned is expected to be completed by the posted due date and to be submitted using the specified drop box in Sakai except otherwise stated. Late is considered as any submission after the due date and time. Late submissions will attract a 10% deduction penalty per day. For late work, consult with your instructor for a means of submission, i.e. if the Sakai dropbox is closed. DO NOT submit work via email, EXCEPT authorized by your instructor. Unauthorized submissions via email will NOT be considered as a valid submission.

If you do not comprehend the instructions given on an assignment, or have any request concerning the due date and your ability to meet the deadlines, do not postpone until the due date is near to ask for clarification or an extension. Doing so will not award you any extra time. It is the instructor’s discretion to accept work after being a week overdue. Also, due to time and resource constraints, absolutely NO assignments will be accepted after the last day of the regularly scheduled semester..

Classroom/Online Etiquette Procedure:

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. For Zoom sessions, please mute your microphone to avoid disruptions.

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 will be 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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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP111 – Computer Concepts and Application
Number of Credits: Three (3)
Days and Times: Tuesday & Thursday, 5:30 PM – 7:45 PM
Semester and Year: Fall 2021
Classroom Location: Online/Lab E217/218
Pre-requisite(s): None

Course Lecturer Name(s): Remonda Baptiste - Jack
Course Director Name: Dr. Senthilkumar Somasundaram

Course Lecturer(s) Contact Information: rbaptis3@sgu.edu
Course Director Contact Information: ssomasun@sgu.edu 1 473 439 2000 Ext. 3311

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

Course Lecturer(s) Office Location: *Online: Join link is listed on Sakai*
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 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

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*.

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:

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.

CTPO3: Demonstrate professional and ethical responsibilities.

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: None

Supplementary Readings/Resources:

Found at the library:

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

Any text relating to Microsoft Office365 will assist the student in this course

Course Grading Requirement:

There will be one graded assignment and exam for each module/unit, in addition to regular class exercises.

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*.

Each module is weighted as follows:

1. Computer Concepts: 10%
2. Word Processing: 25%
3. Spreadsheet: 30%
4. Presentation: 20%
5. Internet use: 10%
6. Attendance & Participation: 5%

Course Schedule:

Click or tap here to enter text.

Lesson	Week	Major Topics
Unit 1: Computer concepts	1, 2	1. Computer systems <ul style="list-style-type: none"> • Brief history of computers • Types of computer systems, uses & definitions • Impact of computers in society • Information systems overview
		2. Hardware and software <ul style="list-style-type: none"> • Types of hardware, purposes & examples • Types of operating systems & examples • Input and output devices
		3. File management <ul style="list-style-type: none"> • File types & extensions • file management techniques
Module Exercises	1-2	Unit 1
Module exam	3	Unit 1
Unit 2: Word processing	4,5, 6	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
Module Exercises	3 - 5	Unit 2
Module exam	Midterm Week	Unit 2
Unit 3: Spreadsheet	7, 9, 10	1. Working with templates 2. Selecting cells and cell ranges

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		<ol style="list-style-type: none"> 3. Labels and numbers/using flash fill 4. Introducing formulas and functions 5. Use statistical functions (Sum, Average, Minimum, and Maximum). 6. Use logical functions (IF, SumIF, CountIF, VLookup) 7. Work with ranges in functions. 8. Copy formulas that include absolute and relative cell references. 9. Using Excel to solve mathematical problems 10. Charts – pivot tables & charts, regular types of charts 11. What if analysis & goal seek
Module Exercises	7 - 10	Unit 3
Module Quiz	11	Unit 3
Unit 4: Presentation	12, 13	<p>Creating a new presentation</p> <ol style="list-style-type: none"> 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 6. Using special effects 7. Playing a slide show 8. Video & audio files 9. Recording/voice overs in slideshows
Module Exercises	12 - 13	Unit 4
Module Quiz	Final Week	Unit 4
Unit 5: Internet use and principles	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

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		7. Online etiquette 8. Computer & online ethics, privacy, plagiarism, intellectual property rights,
Module Exercises	14 - 15	Unit 5
Module Review	15	Unit 5

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:

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/Online Etiquette Procedure:

Students are required to:

- Come to class prepared to learn

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- Participate in classroom discussions
- Act in ways that would be considered appropriate for an academic learning environment

Etiquette 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.

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.

Food and Drink policy

No food is permitted in class. Water is the only beverage permitted in the classroom

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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, 10:00 am - 11:15 am
Semester and Year: Fall 2021
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 Augustine, 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:

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.
2. Demonstrate the knowledge of different types of sensors, actuators, architectures, and technologies of Robots.

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3. Demonstrate the standards and Ethics of Robot.
4. Develop and use different programs to control robots.

Student Learning Outcomes:

Click or tap here to enter text.

- (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 = 64.4% 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, 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, behaviour, 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;

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

Course Schedule:

- 1 Course introduction, what is robotics, Law of Robotics, Types of robots, Robots applications. Introduction to electricity, Voltage, Current, Resistance, Ohm's Law, Multi meter usage.
- 2 Components – LEDs, resistor, bread board, potentiometer, Ohm's Law applications. Quiz 1
- 3 Introduction to Arduino micro controller board, Grove board, Arduino IDE programming, Assignment 1
- 4 Control the LED function using grove button fixed trough Arduino board.
Rotary Angle Sensor to control the position of the Servo hand movement trough Arduino board.
Make a circuit using an LCD to display text message through Arduino board. Use the serial monitor window to see the output of the program
- 5 Make a simple circuit using LED, resistor and Arduino board and control the LED function automatically. Using the sound Sensor to control the function of the LED trough Arduino board.
Using an ultrasonic range sensor to measure the distance and display on the LCD panel trough Arduino board. Receive signal from the ultrasonic range sensor, calculate the distance and display the result on the LCD.
Touch Sensor to control the function of the LED trough Arduino board.
- 6 Using the Rotary Angle Sensor through Arduino board to read sensor input and display on the screen. Using a Temperature Sensor to read signal through Arduino board to read sensor signal, calculate the temperature and display the result on the LCD panel. Quiz 2.
- 7 Using the temperature sensor, touch sensor and LCD through Arduino board to display the temperature on the LCD panel and Convert the temperature from Celsius to Fahrenheit by the touch sensor input. using resistors, LEDs and a button to make a Pedestrian crossing operation through Arduino board, to control the Pedestrian crossing operation by a button. Assignment 2
- 8
- 9 Using resistors, LEDs to make an automated Pedestrian crossing operation in a crossroad. using the Infrared (IR) distance sensor and LED through Arduino board to control the LED light using the IR sensor signal.
using the Light Sensor to control the function of the LED. Use buzzer to make sound. Use motion sensor to display message on the monitor. Quiz 3
- 10 Use RGB LED to make circuit. Control the operation of LED bar. Using a switch to control the speaker operation.
- 11 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, 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. Project Part 1- Arduino Project
- 12 Control the buzzer by a button press, use light sensor to control an event. Movement control based on the title color obstacle avoidance, turn left or right Quiz 4
- 13 Line following movement (IR sensor), LED Matrix 8x16 usage, Ultrasonic sensor and a servo, Introduction to block in a program, Infrared communication
- 14 Control the MBot using mobile app. Lab Assignment 3
- 15 Project Part 2- MBot Project

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

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.

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 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.](#)

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*.



Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP 230 Web Design
Number of Credits: Three
Days and Times: Mon & Wed 2.30 – 3.45 pm
Semester and Year: Fall 2021
Classroom Location: Online/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 Augustine, 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, 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 and its implementations. The following topics will be covered in this course: static and dynamic web programming using scripting language such as HTML, CSS 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.

Course Objectives:

1. Use the student understanding of web development tools and techniques to make static and dynamic web pages.
2. Prepare Web page using different font, color, background styles and style sheets.

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3. Arrange content and images, links, tables, lists, frames and forms in the web page.
4. Set up the website publication.

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.

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 = 64.4% or less

Course Materials:

Text: 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, 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%
Lab Assignments	30%
Mid-term Exam	20%
Final Project	30%

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;

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- (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	HTML Style – font, colour, background, image, text alignment, Quiz 1
3	List - Unordered, ordered, definition; Tables, Table style, Hyper link – text, image, Frames, frame set, Lab Assignment 1
4	Forms, labels, text input, action button, radio buttons, check box, group menu,
5	HTML Layouts Script elements; playing audio and video, Figure caption, highlights (span tag usage), field set and more exercises. Quiz 2 (week 4)
6	Lab Assignment 2(week 6),
7	Cascading Styles Sheets (CSS), inline, internal, external types of 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.
11	Introduction to Content Management System (CMS) and Web site Publication
12	Lab Assignment 3(week 12) Overview of Content Management System (CMS) – WordPress
13	Get started: installation, register, fill in your profile, and name your new creation.
14	Create your homepage, Customize Your Website, dashboard, create posts, pages, and menus, Register, and configure basic settings.
15	Final Project Presentation

POLICY INFORMATION

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<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>.

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.

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

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.

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 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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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 2021
Classroom Location: B1C
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 and understanding of computer ethics. It focusses on ethical issues faced by and brought about by computing professionals, including those related to networking and the internet, intellectual property, privacy, security, reliability, censorship, computers in the workplace and professional ethical responsibilities.

Course Objectives:

- (1) To provide students with values to be used as a guide during the development and or use of computers /information systems

Student Learning Outcomes:

- (1) Demonstrate an understanding of Ethical Theories
- (2) Demonstrate an appreciation of issues concerning intellectual property This course provides
- (3) state the principles of security and confidentiality in communication

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- (4) Demonstrate an understanding of cyber-censorship and freedom of expression issues.
- (5) manage their ethical responsibilities
- (6) List ethical issues raised by modern information technology
- (7) Recognize the threats to privacy posed by modern information technologies

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

week 9-10-Privacy and the Government

week 11-13 Computer and Network Security

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13-15 Computer Reliability

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

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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:

All assignments MUST be handed in on time and through the Sakai Dropbox Provided. Emails are Not Accepted. If you unable to submit assignments, you must have a valid excuse as outlined in Student Manual. The instructor has the right to refuse to accept assignments after the due date or deduct marks as needed.

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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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 4 pm – 5:15 pm
Semester and Year: Fall 2021
Classroom Location: Online/FL E217-218
Pre-requisite(s): COMP205

Course Lecturer Name(s): Kishon Francis
Course Director Name: N/A

Course Lecturer(s) Contact Information: kfranc13@sgu.edu
Course Director Contact Information: Dr. Senthilkumar Somasundaram

Course Lecturer(s) Office Hours: By appointments
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Online by appointments
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 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;
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;

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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. Use message boxes;
2. Use different GUI components (labels, buttons, menu);
3. Create Java code for event handling;
4. Create Java code for exception handling;
5. Design and write Java programs that include the use of the capabilities of the Java Collections class;
6. Apply methods needed for connection and simple 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 = 64.4% 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/presentation	10%
Assignments	35%
Class exercises	20%
Attendance/Weekly work	10%
Tests	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;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

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	Topics	Assignments
1-2	Introduction to Java. Introduction to NetBeans. Dialog boxes.	Assignment 1
3	Coordinate system in Java. Graphical application in Java. Shapes, colors (predefined and non-predefined), filled shapes. Fonts, HTML-formatting.	
4 - 5	JLabel, JButton. Action listeners. Layouts.	
6 - 7	JRadioButton, JCheckBox. Class AbstractButton Review	Assignment 2
8	Midterm Exam	
9	Midterm Exam results review. Exceptions.	
10	Constructors in Java. Class Collections.	Assignment 3
11-13	JComboBox, JTextField, JPasswordField, JTextArea. JMenu, JTabbedPane.	Assignment 4
14 -15	File Processing. Introduction to MySQL. Java and MySQL.	
16	Final quiz/project/presentation	

POLICY INFORMATION

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[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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Attendance Policy:

Attendance Requirement

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

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Reports 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.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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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 2021
Classroom Location: Online/WHB1C
Pre-requisite(s): Comp200 (MATH203 Recommended)

Course Lecturer Name(s): Mrs. Chrislyn Charles-Williams
Course Director Name: N/A

Course Lecturer(s) Contact Information: (473)444-4175 Ext 3726 ccwilliams@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: by appointment only
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Online/WHB1C
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 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;
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;

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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:

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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 = 64.4% or less

Course Materials:

Text: Lecture notes

Supplementary Readings/Resources: Data Communications and Networking, 5th edition, by B.A. Forouzan

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

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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
Introduction to physical layer. Digital and analog transmission. Assignment 2
Week 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
Week 7 Wireless
Wired LANs: Ethernet. Other wired networks.
Week 8 Midterm Exams
LANs. Other wireless networks. Connecting devices and Virtual LANs. Week 9
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

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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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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: Online
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.

Course Objectives:

1. This course is designed to provide students with the tools and techniques for designing and implementing information systems.

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*.

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.

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

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*.

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		<ul style="list-style-type: none"> ■ Midterm/Quiz 2 	<ul style="list-style-type: none"> ■ Mid-term/Quiz 2 	<ul style="list-style-type: none"> ■ Mid-term/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 	<ul style="list-style-type: none"> ■ 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 		<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ 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 		<ul style="list-style-type: none"> ■ 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 		<ul style="list-style-type: none"> ■ Project due at the end of week

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		<ul style="list-style-type: none"> ■ Methods of changeover ■ Evaluation ■ Object-oriented design 		14
15		■ Review	■ Review	Review
16		■ Finals	■ Finals	Finals

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:

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.

e.g. 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*.

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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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: Spring 2021

Classroom Location: Online/Room B1C

Pre-requisite(s): Senior Standing /Comp 407

Course Lecturer Name(s): Dr. Senthilkumar Somasundaram /Michael D Roberts

Course Director Name: Michael Roberts

Course Lecturer(s) Contact Information: ssomssun@sgu.edu /mrobrerts@sgu.edu 444-4175
Ext 2737

Course Director Contact Information: NA.

Course Lecturer(s) Office Hours: Mon:10:00AM-1:00PM

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.

Course Objectives:

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..

Student Learning Outcomes:

- At the end of this Course the student should be able to:
 - (1) Create a project proposal,
 - (2) Analyze problem and design a systems requirements specification
 - (3) Create a system design specifications

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- (4) Design and information system to solve real world problem.
- (5) Design a presentation to show project

Program Outcomes Met By This Course:

CTP01: 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.

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.

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: These will be provided as necessary.

Supplementary Readings/Resources: These will be provided as necessary.

Course Grading Requirement:

COURSE ASSESSMENT

Compulsory Visits and timely deliverables	20%
System Requirement Specification /Project Proposal	20%
System Design Specification	20%
Information System/Project Report	25%
Presentation:	10%
Total	100%

Course Requirements:

- (a) Students must meet the prescribed amount of mandatory meetings stated by lecturers(at least 5 Meetings Per Semester)
- (b) Be punctual to all sessions
- (c) Complete and submit all assignments on time through Sakai not emails
- (d) Must attend all scheduled or announced class meetings and presentations

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:

Topic submittal	3 rd September, 2021
Topic Presentation	14 th /16 th September, 2021
response to request Project proposal	15 th October, 2021
Systems Requirements Specifications.	14 th November, 2021
Presentation of work	16 th /18 th /23 rd 30 th November 2021

SECOND TERM

DELIVERABLES DEADLINE

System Design Specifications	15 th October 2021
Full Project Write up	14 th November, 2021
Information System and Presentation	16 th /18 th /23 rd 30 th November 2021

Scheduled Presentations

Students are mandated to attend these and other announced sessions.

Presentation 1	TBA
Presentation 2	TBA
Presentation 3	TBA

POLICY INFORMATION

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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).

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

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Assignment Submission Procedure:

All assignments MUST be handed in on time and through the Sakai Dropbox Provided. Emails are Not Accepted. If you unable to submit assignments, you must have a valid excuse as outlined in Student Manual. The instructor has the right to refuse to accept assignments after the due date or deduct marks as needed.

Classroom/Online Etiquette Procedure:

To be determined by course lecturer

Policy/Procedure Related to the Department:

To be determined by course lecturer

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*.



Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP407 Information Systems Analysis

Number of Credits: Three (3)

Days and Times: Tuesday & Thursday 4:00 to 5:15 PM

Semester and Year: Spring/ Fall

Classroom Location: B1C

Pre-requisite(s): COMP202 Computer and Information Systems or permission of Chair

Course Lecturer Name(s): Dr. Thompson Cummings

Course Director Name: Dr. Thompson Cummings

Course Lecturer(s) Contact Information: 473-444-4175 Ext. 3178; tcummings@sgu.edu

Course Director Contact Information:

Course Lecturer(s) Office Hours: Mondays: 9.30–11.45 AM; 1.00 – 4.00 PM. Tuesdays and Thursdays: 1.00 – 3.30 PM

Course Director Office Hours:

Course Lecturer(s) Office Location: Building D (Leeward Hall) 1st. Floor

Course Director Office Location:

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 provides students with the tools and techniques for analyzing information systems requirements. The course covers three units – systems analysis fundamentals, information requirements analysis, and the analysis process. The systems analysis fundamentals unit stresses the basics that students need to know about what an analyst does; how information systems fit into organizations; how to determine whether a systems project is worthy of commitment; and how to manage a systems project. The information requirements analysis unit emphasizes the use of systematic and structured methodologies for conducting such requirements analysis. The analysis process builds on the other previous two units and move students into analysis of data flow as well as structured and semi-structured decisions. It includes details on how to use structured techniques to draw data flow diagrams.

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*.

1. The course is designed to provide students with the tools and techniques for analyzing information systems requirements and writing systems proposal.

Student Learning Outcomes:

Once students have mastered the course material, they will be able to:

1. Describe and discuss the different types of information systems and at what level within an organization they are appropriately implemented.
2. Realize what are the many roles of a systems analyst are.
3. Know and understand the various development methodologies and how they help the systems analyst.
4. Describe and discuss the main features to be examined in determining whether a system project is worthy of commitment.
5. Describe how to manage a system project using Gantt Charts and PERT Diagrams.
6. Describe and discuss the various analysis techniques that can be employed to determine user's needs.
7. Use structured techniques to construct data flow diagrams.
8. Diagram structured decisions using Structured English, Decision tables, and Decision trees.
9. Prepare and write a systems proposal.

Program Outcomes Met By This Course:

CTPO1 Analyse a problem, identify and define the computing requirements appropriate to its solution

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): Open Textbook on Systems analysis/Software engineering/Software development.

Supplementary Readings/Resources: Systems Analysis and Design. 9th. Edition. Kendall and Kendall. Prentice Hall.

Course Grading Requirement:

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Course Work	20%
Mid-term	20%
Project	20%
Participation	10%
Final	30%

Course Requirements:

Course Schedule:

This course covers the following topics:

Unit I Systems Analysis Fundamentals

- Information systems – Types of information systems
- The Systems Analyst - Systems analysis and design concepts, Role of the Systems Analyst
- Organizational style and its impact on information systems – Organizational fundamentals, Levels of management, etc.
- Development methodologies - Systems development life cycle, Case tools
- Entity-Relationship modeling
- Project Management
- o System selection – Problem identification and selection
- o The Feasibility study – Types of feasibility
- o Activity Planning and Control – Gantt Charts and PERT diagrams
- o The Systems Proposal - Preparing, Writing, and Presenting the proposal

Unit II Information Requirements Analysis

- Analysis Techniques – Interviews, Questionnaire, Observations, etc.
- Prototyping – Approaches to prototyping, Developing a prototype, Users role in prototyping
- Rapid Application Development
- Agile modeling – principles and practices, development process and tools
- DevOps

Unit III The Analysis Process & System proposal

- 3.1 Data Flow Diagram – Developing data flow diagrams, logical and physical Data Flow Diagrams, Partitioning Data Flow Diagrams, Creating a physical Data Flow Diagram, Using Data Flow Diagrams, Modeling Hierarchy
- 3.2 Data Dictionary – The Data dictionary, the Data repository, Creating the Data dictionary, using the data dictionary.
- 3.3 Process Specifications – Decision tables, Decision trees, Structured English
- 3.4 Object-oriented analysis – Concepts, Unified Modeling Language (UML) concepts and diagrams

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Tentative Course Schedule

Week	Unit	Assignment/ Project	Assignment/ Project due date
1	<ul style="list-style-type: none"> ■ Syllabus ■ Information systems 		
2	<ul style="list-style-type: none"> ■ Organization and Information systems ■ The Systems Analyst 	#1 Given	
3	<ul style="list-style-type: none"> ■ Development methodologies <ul style="list-style-type: none"> ■ SDLC ■ CASE Tools 		#1 due: end of week 3
4	<ul style="list-style-type: none"> ■ Entity Relationship Diagram 		
5	<ul style="list-style-type: none"> ■ Project Management <ul style="list-style-type: none"> ■ System selection ■ Feasibility study ■ Activity planning and control 	#2 Given	
6	<ul style="list-style-type: none"> ■ Activity planning and control (cont) ■ Analysis Techniques <ul style="list-style-type: none"> ■ Interviews ■ Questionnaire 		#2 due: end of week 6
7	<ul style="list-style-type: none"> ■ Analysis Techniques (cont.) <ul style="list-style-type: none"> ■ Observation ■ Document Review ■ Analysis Methods <ul style="list-style-type: none"> ■ Prototyping 		
8	Midterm	Midterm & Project Given	Midterm
9	<ul style="list-style-type: none"> ■ System proposal ■ Analysis Methods (cont.) <ul style="list-style-type: none"> ■ RAD ■ Agile modeling ■ DevOps 		
10	<ul style="list-style-type: none"> ■ Dataflow diagrams 	#3 Given	
11	<ul style="list-style-type: none"> ■ Dataflow diagrams (cont.) ■ Data dictionary 		#3 due: end of week 11
12	<ul style="list-style-type: none"> ■ Process specifications <ul style="list-style-type: none"> ■ Structured English ■ Decision tables 	#4 Given	
13	<ul style="list-style-type: none"> ■ Process Specifications <ul style="list-style-type: none"> ■ Decision tables (cont.) ■ Decision trees 		#4 due: end of week 13
14	<ul style="list-style-type: none"> ■ Object-oriented systems analysis 		Project end of Week 14
15	Course Wrap-up	Course Wrap-up	Course Wrap-up
16	Finals	Finals	Finals

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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:

Classroom/Online Etiquette Procedure:

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*.



Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title:COMP410 IT Service Learning

Number of Credits:Three (3)

Days and Times:Wednesday 11:30 AM to 11:45 PM

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: By appointment, emails and Mondays: 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 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.

Course Objectives:

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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: apply the IT knowledge and skills acquired in the classroom to the organization in which the service learning program is carried out.

to gain relevant workplace experience and exposure to IT in organizations and/or in the community.

acquire the skill set necessary to enable them to undertake successful IT projects.

Carry out research and report on it. This applies to students undertaking research.

Program Outcomes Met By This Course:

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

For this course:

S \geq 69.5

U < 69.5

Course Materials:

Text: Prescribed Text(s): No prescribed text but the book Systems Analysis and Design. 9th. Edition. Kendall and Kendall. Prentice Hall can be helpful.

Supplementary Readings/Resources: The Internet

Course Grading Requirement:

Course Assessment

Workplace supervisor evaluation: 70%

Academic supervisor evaluation - Presentation and Reports: 30%

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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.

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: Not Applicable

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:

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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:

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.

e.g. Disruptive Behavior

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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 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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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: BIC
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 focuses on the information systems tools and techniques designed to provide support for management in the decision making process. Topics that will be covered includes decision support systems concepts, methodologies and technologies, Predictive analytics, modeling and analysis, data mining for business intelligence, text and web mining, collaborative computer-supported technologies and knowledge management.

Course Objectives:

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. Demonstrate an understanding of 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

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can be provided in practice

4. Describe tools of knowledge management and how they relate to decision support
5. Enable students to recognize the different types of MSS and the different situations in which they may be used effectively
6. Demonstrate an appreciation of 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%

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

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- 6 Predictive Analytics and Model-Driven Decision Support
- 7 Decision Support Benefits and Trade-Offs
- 8 Identifying Decision Support Opportunities

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

All assignments MUST be handed in on time and through the Sakai Dropbox Provided. Emails are Not Accepted. If you unable to submit assignments, you must have a valid excuse as outlined in Student Manual. The instructor has the right to refuse to accept assignments after the due date or deduct marks as needed.

Classroom/Online Etiquette Procedure:

To be determined by course lecturer

Policy/Procedure Related to the Department:

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To be determined by course lecturer

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GENERAL COURSE INFORMATION

Course Code and Title: COMP 420 – Database Systems

Number of Credits: 3

Days and Times: Monday, Wednesday | 11:30 am – 12:45 pm

Semester and Year: FALL 2021

Classroom Location: Online/WH B1C

Pre-requisite(s): COMP402- Systems Design and Implementation

Course Lecturer Name(s): Keron Noel

Course Director Name: Dr. Senthilkumar Somasundaram

Course Lecturer(s) Contact Information: knoel9@sgu.edu, Ext. 3001

Course Director Contact Information: ssomasun@sgu.edu, Ext 3311

Course Lecturer(s) Office Hours: By Appointments

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Online

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 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.

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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:

- 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: Database Systems: Design, Implementation, & Management, 13th Edition, Cengage Learning

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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:

Course assessments are broken into these categories

- Assignments: assessments involving theory, research, and analysis.
- Labs: practical assessments primarily involving writing code solutions to specific questions. Little to no explanations are usually required.
- In class: Exercises that are primarily for self-assessment. Most may not be graded. If graded, the weight is significantly less than any full assessment item.
- Exams: assessments under strict controlled conditions.
- Quizzes: Short/inclass assessments (using TurningPoint/Sakai) that assess your understanding of concepts at the end of class sessions. Short/inclass quizzes may not be as rigorously controlled. May be graded but primarily contributes to you assessing your understanding of the material.

Grade Weight distribution is as follows:

- Assignments: 50%
- Practical Labs and In Class Exercises: 30%
- Exams/Quizzes: 20%

Course Requirements:

Software required: XAMPP, Diagrams.net/Draw.io, Notepad++, MongoDB Compass, MongoDB Atlas [Enterprise Server], mongo shell

Course Schedule:

Week	Topics	
Week 1	Syllabus Discussion	Plagiarism exercise
	The Relational Model: Data Modeling Recap	In class exercise
Week 2	The Relational Model: Data Modeling Recap	Assignment 1 given
Week 3	Advanced Entity Relationship Modelling (ERM)	In class exercises
	Normalization	Assignment 1 due
Week 4	Relational Algebra	SQL Lab 1 given
	Structured Query Language (SQL)	
Week 5	Relational Algebra	SQL Lab 2 given
	Structured Query Language (SQL)	
Week 6	Transaction Management and Database Performance Tuning	Assignment 2 given
		SQL Lab 1 & 2 due (latest)
Week 7	Midterm Review	Assignment 2 due
Week 8	MIDTERM WEEK	Midterm Exam
Week 9	XML and JSON Introduction	Assignment 3 given
		In class exercises

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Week 10	XML and JSON continued...	Assignment 3 due
		In class exercises
Week 11	Databases and the Internet: JavaScript Basics	Assignment 4 given
		Assignment 4 Due
Week 12	Unstructured Data and NoSQL	In class exercises
Week 13	MongoDB -databases, collections, and documents -using compass to connect to MongoDB	In class exercises
Week 14	MongoDB Software: Compass, Atlas, Enterprise Server	MongoDB Lab 3
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 due by the deadline (11:55PM AST on the stated due date). A penalty will be imposed for late submissions as follows:

24hrs or less: 10%

48hrs or less: 25%

Less than 1 week: 50%

Greater than one week: Will not be accepted

-Late submissions require an excuse as indicated in the student manual.

- All submissions are required to be in the Sakai drop-box to be graded. Emails are not valid submissions.

- Submission should be Word documents (or compatible format) unless required otherwise.

- Submissions should follow this naming convention:

FirstnameLastnameCourseCodeSemesterYear-AssignmentNumber.fileextension.

KestonBholaCOMP420Spring2021-Assignment1.docx

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 201 - Microeconomics
Number of Credits: 3
Days and Times: Tuesdays & Thursdays; 5:30pm - 6:45pm
Semester and Year: Fall 2021
Classroom Location: FA3 and Online/Zoom
Pre-requisite(s): None

Course Lecturer Name(s): **Gregory Renwick**
Course Director Name: **Gregory Renwick**

Course Lecturer(s) Contact Information: grenwick@sgu.edu; ext. 3361
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: Nichole Phillip, 439-2000 extn 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:

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 an 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.
 Miller, R, ‘Economics Today- The Micro View’ Pearson 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%
Assignments	30%
Midterm Exam	30%
Final Exam	30%

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: Market Failure and Government's intervention

- 1. Causes and symptoms of market failure**
- 2. Rationale for government intervention.**
- 3. Government intervention.**

Week 13: Government intervention continued

Week 14 & 15: Course Review

Week 16: 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).

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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

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 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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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.

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Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: ECON202- Macroeconomics
Number of Credits: 3
Days and Times: Mondays and Wednesdays 5.30 pm - 6.45 pm
Semester and Year: Fall 2021
Classroom Location: FA3 and Online/Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Gregory Renwick BBA, MA, LLB (Hons)
Course Director Name: Gregory Renwick

Course Lecturer(s) Contact Information: 439-2000 ext 3361 and 414-7500
Course Director Contact Information: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Hours: Open and by appointment
Course Director Office Hours: Open and by appointment

Course Lecturer(s) Office Location: Balisier Building
Course Director Office Location: Balisier Building

Course Support: Ms. Nichole Phillip, nphilli2@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:

Macroeconomics is the branch of economics that examines the economic behaviour 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.

Course Objectives:

[Click or tap here to enter text.](#)

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

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GDP.

5. Analyze the effects taxation during a macroeconomic recession and expansion.

Student Learning Outcomes:

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:

Click or tap here to enter text.

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 = 64.4% or less

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: Handouts

Course Grading Requirement:

Assignments/quizzes	30%
Mid Semester essay assignment	30%

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Final essay assignment	30%
Class participation	10%
Total	100%

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:

Click or tap here to enter text.

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 Assignment/In class 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 Assignment/In class exam	

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(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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Attendance Policy:

Attendance Requirement

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(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Late assignments will be zero if the answers were discussed in class. Assignments submitted late will lose marks unless an adequate excuse was submitted.

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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.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

In 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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St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 002: Foundation English, Sect 1
Number of Credits: 3
Days and Times: Mondays, Wednesdays - 2:30 pm – 3:45 pm
Semester and Year: Fall 2021
Classroom Location: SAH – End Room and Online/Zoom
Pre-requisite(s): Placement Exam

Course Lecturer Name(s): Ms. Roslyn A. Douglas, MA, DTM
Course Director Name: Mr. Asher Mains

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

Course Lecturer(s) Office Hours: Mon., Wed. – 12:30 pm - 2:30 pm | Fri – 11:30 am - 1:30 pm
Tues., Thurs. - 1:30 pm - 3:30 pm

Course Director Office Hours: Tuesday, Thursday: 9:00 am – 4:00 pm

Course Lecturer(s) Office Location: Balisier Building 1st Floor

Course Director Office Location: Balisier Building 1st Floor

Course Support: Nichole Phillip, nphilli2@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>

IMPORTANT NOTATION

Students have been designated either face - to- face or online status, based on the survey they completed. Please note that students must therefore maintain their respective designations and not be allowed to switch, without the permission of the Dean of Students (DOS) Office.

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to build up and strengthen your ability to write clearly and effectively in Standard English. Students will work with the writing process and using prewriting, writing and revising techniques, become proficient in the application and practice of proper grammar,

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punctuation and writing structure, and develop the ability to understand printed material. At the end of this course, students will be qualified for more advanced English courses.

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: Readings will be made available online.

Supplementary Readings/Resources: Supplementary Readings/Resources will be made available online.

Course Grading Requirement:

Written Assignments	10%
Homework & Practice Exercises	10%
Tests & Quizzes	15 %
Midterm Exam	20%
Final Exam	25%
Class Project	15%
Attendance and Participation	<u>5%</u>
TOTAL	100%

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Course Requirements:

Placement Exam

Course Schedule:

Course Schedule: Lectures & Assignments: The following schedule may be adjusted as needed.

Week 1

- Course introduction (outline, grading policy, homework, textbook, office hours, Communication Support Services (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
- Vocabulary [Give study sheets: Root Words, Prefixes, Suffixes: Commonly Misspelled Words]

Week 2

- Basic Parts of Speech; Types of Nouns
- Types of Verbs (action, linking, verb phrase; Transitive and Intransitive Verbs
- Subject/Verb Agreement
- Prepositions and Prepositional Phrases & relationship to subject
- Punctuation: part 1 Semicolons, Colon, Comma Usage
- Dangling Modifier& Parallelism

Week 3

- Types of Sentences and End Punctuation
- Review Basic Sentence analysis
- Complete and Incomplete Sentences
- Subjects and Predicates
- Simple Subjects and Simple Predicates
- Correcting fragments, run-ons and comma splices
- Vocabulary Context clues; Syllabication

Week 4

- TEST #1 (in-class/online)
- Capitalization Rules/ Paragraph Writing Types of writing; Writing paragraphs; paragraph structure (topic sentence, main idea, major/minor details, transitions)
- Reading: Main Idea; Patterns of Development, Paragraph Structure/Topic sentence; Major and Minor Details
- Introduction to Class Project

Week 5

- Parts of the Essay
- Examining an essay
- Planning an essay (Essay planning sheet)
- Punctuation: part 2- Dash, Hyphen, Ellipsis

Week 6

- TEST #2 (online)

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- Narrative Writing – Essay
- Quotation Marks and Writing Dialogue/Conversation
- More Vocabulary and Reading Exercises
- Written Assignment #1 (Narrative Essay/Conversation)

Week 7

- Written Assignment 1 [Narrative Essay/Dialogue] due
- Catch up and Review of APA/ Subject /Verb Agreement
- (Figures of Speech (Simile, metaphor, personification, onomatopoeia)

Week 8

- MID- TERMS

Week 9

- Essay writing continued: Descriptive Writing Subject/verb agreement) (Written Assignment 2 Descriptive paragraph
- Analysis of sample expository essay using skeleton outline
- Writing an introduction and a conclusion for expository essay

Week 10 (Online Comprehension)

- Reading and Comprehension
- Comprehension: Literal/Inferential
- Plurals and Possessives: Using the Apostrophe
- Vocabulary

Week 11 Reading and Comprehension

- Comprehension: Critical and Creative

Week 12

- Online TEST #3 Grammar/Reading
- Reading, Comprehension and Vocabulary review and practice

Week 13

- Written Assignment #4: Writing a 5-paragraph
- Faulty Parallelism
- Dangling Modifiers

Week 14: Presentations

Week 15

Review

Week 16

Final Exam

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Attendance Policy:

Attendance Requirement

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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.
- 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.

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- 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”)

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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:

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Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 103 - Introduction to Literature (3 credits)
Number of Credits: 3 credits
Days and Times: Tuesday, Thursday 11:30 a.m. - 12:45 p.m.
Semester and Year: Fall 2021
Classroom Location: Bourne Lecture Hall
Pre-requisite(s): None

Course Lecturer Name(s): Dr. Antonia MacDonald
Course Director Name: Dr. Antonia MacDonald

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

Course Lecturer(s) Office Hours: Tuesdays & Thursdays: 9:00 a.m – 11:00 a.m
Course Director Office Hours: Tuesdays & Thursdays: 9:00 a.m – 11:00 a.m

Course Lecturer(s) Office Location: Ground Floor, Ballsier Building
Course Director Office Location: Ground Floor, Ballsier Building

Course Support: Nicole Phillip, 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 teaches students how to read and think critically about Literature. The course introduces students to literary works and the historical periods in which they were written, so as to develop competency in analyzing human thought, philosophy, and social issues.

Course Objectives:

1. In reading and thinking critically about Literature, students will develop interpretive skills that they can transfer to other disciplines such as Business, Politics, Psychology, Science or Mass Media.
2. By introducing the students to literary research, the course will also allow students to develop a larger critical vocabulary.

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3. This course will teach students how to extract meaning from complicated and sophisticated literary syntax.

4. The course will improve the students' oral and written communication skills.

Student Learning Outcomes:

Upon successful completion of this course, students will:

1. understand all literary genres, and have an understanding of the differences and similarities among the genres
2. understand the relationship between the literary text and its historical and /or literary context
3. be able to apply analytical and interpretive skills to both the writing on and speaking about works of Literature
4. be able to deploy literary terms, concepts and critical strategies appropriate to literary analysis
5. be able to apply improved oral and written communication skills
6. be able to apply their interpretive skills to other non-literary areas

Program Outcomes Met By This Course:

GEPO 1: Critically analyze social, cultural, and environmental issues as an individual as well as from a global perspective.

GEPO 2: Effectively and accurately consume and produce information orally, written, and visually to extract and construct meaning through creativity, analysis, and critical thinking

GEPO 3: Examine the human experience through culture, perspective-taking, and tolerance towards becoming an empathic citizen of the world.

GEPO 4: Apply a variety of media, methods, and technology towards thinking divergently, building awareness, and striving for problem solving innovation.

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:

Texts:

(Texts will be provided by Instructor.)

1. **Sophocles: Oedipus the King**
2. **A collection of collated poems**
3. **A collection of Selected Short Stories**

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

Course Grading Requirement:

Continued Assessment	30 %
Research essay	20 %
Final Exam	50 %

Course Requirements:

Students will be required to:

- (i) be prepared for class by doing the necessary pre-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 others
- (v) be responsible team-members

Course Schedule:

Course theme: Romancing with Life

Week of August 16, 2021	Introductory Meeting, General Introduction to Literature
Week of August 23, 2021	Introduction to Greek Drama: Oedipus The King
Week of August 30, 2021	Analysis of Oedipus The King
Week of September 06, 2021	Analysis of Oedipus The King
Week of September 13, 2021	Analysis of Oedipus The King
Week of September 20, 2021	Oedipus The King. Module Assessment
Week of September 27, 2021	Introduction to Poetry.
Week of October 04, 2021	MID TERM week. NO EXAMS
Week of October 11, 2021	Analysis of selected poems
Week of October 18, 2021	Analysis of selected poems
Week of October 25, 2021	Analysis of selected poems. Module Assessment
Week of November 01, 2021	Introduction to Prose Fiction;
Week of November 08, 2021	Analysis of selected short stories

Research essay due on November 9, 2021 by 11.55 p.m.

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Week of November 15, 2021 **Analysis of selected short stories**

Week of November 22, 2021 **Analysis of selected short stories**

Week of November 29, 2021 **FINAL EXAMS WEEK**

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(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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Assignment Submission Procedure:

Assignments are due on time. For each day that an assignment is late, the student's grade for it will be lowered by one (1) letter grade

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All assignments must be completed in order to get a passing grade in the course.

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.

For students who are online, please note that the final exam will be done using EXAMSOFTE. This exam will be done at exactly the same time as indicated by the exam timetable.

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, or any other device that may disrupt the class.

Please do not sleep, do work for other classes, or carry out 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. Behavior in violation of the student Code of Conduct (see Student Manual) will be reported to the Dean of Students Office.

Please do not expect responses to emails sent to the instructor after 5:00 p.m. on a Friday or before 8:00 a.m. on a Monday.

Netiquette:

In order to maintain a positive, and constructive dual teaching environment, students learning remotely will be held to the same standards as those attending face to face classes.

As such, below are the mutual expectation of faculty and staff when interacting online: When on Zoom®, please mute your audio when teaching begins. If you have a question, please use the “raise hand” function, or the Chat feature to ask your question. Please remember to use the “lower hand” function after your question has been acknowledged.

As far as possible, your video must be on during Zoom® teaching sessions. Where that is not possible, you need to seek the permission of the instructor to remain off camera. Without exception, your Zoom® video must be on when you are asking or answering a question AND when you are doing a class presentation. You have the option of using a virtual background if you do not want to show your ‘workspace’. Please do not display offensive material as your virtual background.

For class presentations, you must be professionally attired.

Please be attentive to the body language, voice tone, and instantaneous listener feedback when asking or answering questions.

When using the Chat function in Zoom®, or in the Discussion Forum on Sakai®, keep in

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mind the following points:

1. Tone down your language. Given the absence of face-to-face clues, written text can easily be misinterpreted.
2. Avoid the use of strong or offensive language and the excessive use of exclamation points.
3. 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 your statement.

Policy/Procedure Related to the Department:

(1) Unless otherwise indicated by the instructor, all written assignments are required to follow the most recent APA citation style. (2) You must be professionally attired when presenting in class, unless otherwise indicated by the instructor.

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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 107: College English 1, Sect.0
Number of Credits: 3
Days and Times: Tuesdays, Thursdays 11:30 am – 12:45 pm
Semester and Year: Fall 2021
Classroom Location: Windward Hall – B2A and Online/Zoom
Pre-requisite(s): ENGL002 or Placement Exam

Course Lecturer Name(s): Ms. Roslyn Douglas
Course Director Name: Mr. Asher Mains

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

Course Lecturer(s) Office Hours: Tuesdays, Thursdays 1:30 pm – 3:30 pm
Course Director Office Hours: Tuesday, Thursday: 10:00 am – 11:30 am & 1:00 pm – 2:30 pm and Wednesday: 10:00 am – 2:00 pm

Course Lecturer(s) Office Location: Ballsier Building, G Block
Course Director Office Location: Ballsier Building, G Block

Course Support: Nichole Phillip, nphilli2@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>

IMPORTANT NOTATION

Students have been designated either face - to- face or online status, based on the survey they completed. Please note that students must therefore maintain their respective designations and not be allowed to switch, without the permission of the Dean of Students (DOS) Office.

COURSE CURRICULUM INFORMATION

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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
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 (5 total)	20%
Midterm Exam	20%
Short Talk	15%
Final Exam	20%
Writing Portfolio	20%
Attendance and Participation	5%
TOTAL	100%

Course Requirements:

Placement test or Foundation course.

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Course Schedule:

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 Exercises (<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
3 (Week of Aug. 31)	<ul style="list-style-type: none"> • Alternative Means of Reading – Skimming & Scanning; • Metacognition & Comprehension pointers • Vocabulary Commonly confused words <ul style="list-style-type: none"> • The Writing Process 	Assignment #1 Due Assignment #2 (Online Quiz) Assigned
4 (Week of Sept 7)	The Paragraph: <ul style="list-style-type: none"> • Main ideas & paragraph structure Patterns – relationships between ideas; 	Assignment #2 (OLQ) Due

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	<ul style="list-style-type: none"> • Writing paragraphs (expository and persuasive) • Using English Effectively: Subject/Verb Agreement Review • Punctuation Review: commas, semicolons, colons 	<p>Assignment #3 Assigned (2 paragraphs: 1 expository or persuasive, and 1 other pattern)</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 	
<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> 	<p>Assignment #4 Assigned (Choice of essay type: Expository, Persuasive, Comparison/Contrast, Cause/Effect)</p>

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	<ul style="list-style-type: none"> <i>Approval of Short Talk Topics</i> 	
8 - (Week of Oct 5)	<ul style="list-style-type: none"> Mid-term Exams 	
9 (Week of Oct.12)	<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>Assignment #4 (Choice of essay type: Expository, Persuasive, Comparison/Contrast, Cause/Effect) Due</p> <p>Short Talk outline due for peer review</p>
10 (Week of Oct.19)	Short Talk Presentations	
11 (Week of Oct. 26)	<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>
12 (Week of Nov 2)	<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>
13 (Week of Nov. 9)	Grammar Review and Vocabulary Using English Effectively: Faulty parallelism/Dangling modifiers	<i>Review and Feedback for Portfolio</i>
14 (Week of Nov.16)	Portfolio paragraph outlines due; peer review and instructor session	
15 (Week of Nov.23)	VIDEO PRESENTATIONS ON PORTFOLIOS	Portfolio Submission
16 (Week of Nov.30)	Final Exams	

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 - 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.

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

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 205 Business Communication
Number of Credits: 3
Days and Times: Mondays, Wednesdays, Fridays 12:30 pm - 1:20 pm
Semester and Year: Fall 2021
Classroom Location: FA3 and Online/Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Ronald Charles
Course Director Name: Ronald Charles

Course Lecturer(s) Contact Information: rocharles@sgu.edu, 3650
Course Director Contact Information: rocharles@sgu.edu, 3650

Course Lecturer(s) Office Hours: Mondays, Wednesdays, Fridays 10:00 am – 11:30 am & Mondays & Wednesdays 2:30 pm – 5:30 pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building – Ground Floor
Course Director Office Location: Ballsier Building – Ground Floor

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:

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/proposal, employment application (cover) letter and CV, as well as business letters written in a routine, negative, positive and persuasive context. Furthermore, it emphasizes those good communication practices (oral included) which will equip students to approach the job market with confidence and once there, to communicate appropriately.

Course Objectives:

1. Enable students to become effective communicators.
2. Improves student's communication practices.

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*.

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:

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 = 64.4% or less

Course Materials:

Text: Excellence in Business Communication (Eleventh Edition)
John V. Thill & Courtland L. Bovee.

Supplementary Readings/Resources: Will be given in class.

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)	<u>25%</u>
Total	100%

Course Requirements:

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Complete and pass English course(s).

Course Schedule:

Week 1: Introduction

- 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

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- 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)

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 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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

All assignments must be submitted as scheduled by Mr. Charles.

As far as possible, follow the most current APA Style Manual when submitting your work:

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.

- 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 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 will be graded accordingly.

Classroom/Online Etiquette Procedure:

Students must adhere to the rules of engagement and conduct themselves professionally.

Policy/Procedure Related to the Department:

All presentations must be done professionally.

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**

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 213: College English 2, Sect 0
Number of Credits: 3
Days and Times: Tuesdays, Thursdays 11:30 am – 12:45 pm
Semester and Year: Fall 2021
Classroom Location: SGH – S Dorm 1 and Online/Zoom
Pre-requisite(s): ENGL 107

Course Lecturer Name(s): Dr. June Douglas
Course Director Name: Mr. Asher Mains

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

Course Lecturer(s) Office Hours: Monday 9:30 am – 12:00 noon; Tuesday 2:00 pm – 4:00 pm; Wednesday 9:30 am – 12:00 noon; Thursday 2:00 pm – 4:00 pm; Friday 9:30 am – 12:00 noon
Course Director Office Hours: Tuesday, Thursday: 10:00 am – 11:30 am & 1:00 pm – 2:30 pm and Wednesday: 10:00 am – 2:00 pm

Course Lecturer(s) Office Location: Balisier Building 1st Floor
Course Director Office Location: Balisier Building 1st Floor

Course Support: Nichole Phillip, nphilli2@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 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.

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*.

- CLO 1: Demonstrate a foundational understanding of the mechanics of writing.
 CLO 2: Employ strategies to critically read and analyse challenging texts.
 CLO 3: Develop research writing skills specific to students' academic disciplines.
 CLO 4: Apply knowledge of research proposal, literature review, and annotated bibliography as preparatory phases towards a complete research paper.
 CLO 5: Demonstrate ability to synthesize critical thought, good research skills, and good mechanics of writing in a research proposal.

Student Learning Outcomes:

- CLO 1: Demonstrate a foundational understanding of the mechanics of writing.
 CLO 2: Employ strategies to critically read and analyse challenging texts.
 CLO 3: Develop research writing skills specific to students' academic disciplines.
 CLO 4: Apply knowledge of research proposal, literature review, and annotated bibliography as preparatory phases towards a complete research paper.
 CLO 5: Demonstrate ability to synthesize critical thought, good research skills, and good mechanics of writing in a research proposal.

Program Outcomes Met By This Course:

PO. 1: Critically analyze social, cultural, and environmental issues as an individual as well as from a global perspective.

PO.3: Effectively and accurately consume and produce information orally, written, and visually to extract and construct meaning through creativity, analysis, and critical thinking.

PO.5: Examine the human experience through culture, perspective-taking, and tolerance towards becoming an empathic citizen of the world.

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: Readings will be made available online

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

- Assignments (6 total) 30 %
 - 1. Personal Response
 - 2. Personal Reading Response
 - 3. Personal Response
 - 4. Proposal
 - 5. Analytical Essay
 - 6. Personal Response
- Midterm Exam 15%
- Class Presentation 10%
- Final Exam 20%

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- Research Project 20%
- Attendance and Participation 5%
- TOTAL 100%**

Course Requirements:

Readings will be made available online

Course Schedule:

Click or tap here to enter text.

(Week Commencing)	Topic	Assignment Given	Assignment Due
1 (W/C Aug 16)	Introductions/Course Overview; Writing Review; Comprehension pointers; Vocabulary	<i>#1 Response to Writing Prompt</i>	
2 (W/C Aug 23)	Review: Avoiding plagiarism; Summarizing & Paraphrasing; Citing and Using Sources correctly; Using English Effectively: Common writing errors and vocabulary	<i>#2 Critical response to news article</i>	#1 Response to Writing Prompt
3 (W/C Aug 30)	Evaluating & Analyzing Arguments/Reasoning; Types of reasoning; Errors in logical	<i>#3 Develop a research question</i>	#2 Critical response to news article
4 (W/C Sep 6th)	Persuasive writing: elements of persuasion	<i>#4 Persuasive Essay</i>	
5 (W/C Sep 13)	Evaluating the quality and completeness of evidence; Identifying & evaluating inferences and assumptions	<i>Class Presentation Group & topic selection</i>	#3 Develop a research question

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6 (W/C Sep 20)	Recognizing bias, Textual Analysis	<i>#5 Textual Analysis</i>	
7 (W/C Sep 27)	Analytical Essay	<i>#6 Preparation for video presentation on research topic</i>	#4 Persuasive Essay
8 (W/C Oct 4)	Midterm Week		Short video presentation on Research topic
9 (W/C Oct 11)	Research Writing: Journal articles and research projects; Finding & Evaluating Sources; Using Sources effectively.		#6 Rhetorical Analysis
10 (W/C Oct 18)	Speech Presentations [#5 Textual Analysis
11 (W/C Oct 25)	Annotated Bibliography; Research Writing: Literature Reviews	<i>#7 Response to Literature</i>	
12 (W/C Nov 1)	Annotated Bibliography & Literature Reviews	<i>Assignment #8 Research Proposal & Annotated Bibliography</i>	#7 Response to Literature
13 (W/C Nov 8)	Feedback on Research Project Literature Review & Annotated Bibliography		
14 (W/C Nov 15)	Feedback on Research Project Literature Review & Annotated Bibliography		#8 Research: Annotated Bibliography, Literature Review, Methodology DUE
15 (W/C Nov 22)	Final Review		
16 (W/C Nov 29)	Final Exam Week		

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Assignment Details:

Assignment #1 – Informal response to letter from professor

- Demonstrate thoughtful engagement with the text as if replying to a letter.

Assignment #2 – Critical response to news article

- Develop a thesis statement and support it with evidence from the text.
- Use critical thinking to acknowledge different perspectives.
- Demonstrate good organization with the 5 paragraph essay.

Assignment #3 – Develop and justify a research question

- Explain and justify interest in a research topic.
- Design a focused, complex research question.
- Begin using library skills to do surface level research in order to edit the research question.

Assignment #4 – Persuasive essay

- Identify a problem and propose realistic solutions to address it.
- Appeal to your audience in terms of ethos, logos, and pathos.
- Use rhetorical devices to persuade your audience to action.

Assignment #5 – Textual analysis

- Analyze, interpret, and evaluate one of the “texts” provided; visual text, poetry, or quote.
- Identify literary devices and explain their effect.

Assignment #6 – Rhetorical analysis – Presentation

- Identify rhetorical devices, appeals, biases, and fallacies in a speech.
- Demonstrate good oral and visual presentation skills.
- Collaborate with classmates in analysis and presentation.

Assignment #7 – Response to literature

- Summarize a chapter of a book provided for you.

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- Given a writing prompt, write creatively using vivid, figurative, descriptive language.
- Provide your opinion related to a topic covered in the chapter.

Assignment #8 – Preparation for Research

- Use library skills to search for highly credible sources using resources such as library databases and Google scholar.
- Refine search results using Boolean operators and modifiers as well as adjusting according to the field of literature.
- Write a literature review synthesizing and relating your sources to each other.
- Identify the type and structure of research being done with a methodology section.
- Create an annotated bibliography describing the credibility and usefulness of each source.

Assignments with due dates:

Week 2: Assignment # 1: Response to Letter Essay

Week 3: Assignment #2: Personal Response to Article Essay

Week 5: Assignment #3: Research Topic **Question**

Week 7: Assignment #4: Persuasive Proposal

Week 8: Exam: Short video presentation on research topic

Week 10: Assignment #5: Analytical Essay

Week 10: Assignment #6: Group Presentations analyzing speeches

Week 12: Assignment #7: Literary Analysis

Week 14: Assignment #8: Research Project and Annotated Bibliography

Week 16: 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.

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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:

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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:

- 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.
- 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.

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.

- 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.

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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.



Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 303; Organizational Communication
Number of Credits: 3
Days and Times: Tuesdays and Thursdays, 5:30 p.m. – 6:45 p.m.
Semester and Year: Fall 2021
Classroom Location: Founders Annex
Pre-requisite(s): ENGL 202, Sophomore standing

Course Lecturer Name(s): Dr. Antonia MacDonald, Mrs. Leonie St. Juste, Miss Annie Gill, Dr. Reccia Charles

Course Director Name: Dr. Antonia MacDonald

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

Course Director Contact Information: amacdona@sgu.edu

Course Lecturer(s) Office Hours: By appointment only

Course Director Office Hours: Tuesdays 2:30 – 4:30 p.m.

Course Lecturer(s) Office Location: Ground Floor, Ballsier Building; Top floor, Windward Hall

Course Director Office Location: Ground Floor, Ballsier Building

Course Support: Miss 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.
2. Introduces students to contemporary philosophies, methods and designs for studying the communication systems within organizations of varying sizes.

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. 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 communication 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 = 64.4% or less

Course Materials:

Text: No text assigned

Supplementary Readings/Resources:

Where appropriate, additional material will be provided in lectures, or will be placed in a Reading Folder on Sakai 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*.

Course Grading Requirement:

Continuous assessment [group work]: (4 Milestones) – 50 marks.

Midterm exam – 25 marks

Final exams – 25 marks

NOTE: If the class numbers are higher than 30, there will be NO group work. Instead, this will be replaced by 2 exams and in total, the course assessment will be 4 exams on Examsoft.

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 others
- (v) be responsible team-members

Course Schedule:

This is a draft schedule and may be subject to change

Week 1

Course Overview

TOPIC: Communication Theory

INSTRUCTOR: Dr. MacDonald

Week 2

TOPIC: Management Theory and its Impact on the Flow of Communication

GUEST INSTRUCTOR: Dr. Anthony Andall

CLASS ACTIVITY: Opening Date for Milestone #1 (if class numbers are 30 or less)

Week 3

TOPIC: Writing Principles for Effective Communication

INSTRUCTOR: Miss Annie Gill

Week 4

TOPIC: Current technological trends affecting Organizational Communication

GUEST INSTRUCTOR: Dr. Avril Best

CLASS ACTIVITY: Due date for Milestone #1 (if class numbers are 30 or less) / EXAM # 1 (If the class numbers are higher than 30)

Week 5

TOPIC: Non Verbal Communication

INSTRUCTOR: Dr. Antonia MacDonald

Week 6

TOPIC: Communication Networks: Structures and Group Dynamics Leadership, team management and communication

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*.

INSTRUCTOR: Dr. MacDonald

CLASS ACTIVITY: If there is Group work assigned, Milestone # 2 – In-class Group Activity

Week 7

TOPIC: Interpersonal Communication: The impact of Race, Class and Gender

INSTRUCTOR: Dr. MacDonald

CLASS ACTIVITY: Opening Date for Milestone # 3 If there is Group work assigned

Week 8

MID TERM WEEK - Midterm EXAM

Week 9

TOPIC: Intercultural Communication

INSTRUCTOR: Mrs. Leonie St. Juste, Dr. Reccia Charles,

Week 10

TOPIC: Appreciating Cultural Diversity

INSTRUCTOR: Dr. Reccia Charles, Mrs. Leonie St. Juste

CLASS ACTIVITY: If there is Group work assigned Due date for Milestone #3/Exam # 3

Week 11

TOPIC: Decision making and Problem-solving

INSTRUCTOR: Dr. MacDonald

CLASS ACTIVITY: assigned Opening Date for Milestone # 4 (If there is Group work assigned)

Week 12

TOPIC: Transparency

INSTRUCTOR: Dr. Charles

Week 13

TOPIC: Disclosure

INSTRUCTOR: Dr. Charles

Week 14

TOPIC: Public Communication

INSTRUCTOR: Miss Gill

Week 15

TOPIC: Public Communication

INSTRUCTOR: Miss Gill Dr. MacDonald

CLASS ACTIVITY : If there is Group work assigned

Due date for Milestone #4 - Group Presentations.

Week 16 WEEK OF FINAL EXAMS

POLICY INFORMATION

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*.

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”
<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>.

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Assignments are due on time. For each day that an assignment is late, the student's grade on it will be lowered by one (1) letter grade

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.

All assignments must be completed in order to get a passing grade in the course.

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.

For students who are online, midterm and final exams will be done using EXAMSOFT. These exams will be done at exactly the same time as indicated by the exam timetable.

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, or any other device that may disrupt the class.

Please do not sleep, do work for other classes, or carry out 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.

Please do not expect responses to emails sent to the instructor after 5:00 p.m. on a Friday or before 8:00 a.m. on a Monday.

Netiquette:

In order to maintain a positive, and constructive dual teaching environment, students learning remotely will be held to the same standards as those attending face to face classes. As such, below are the mutual expectation of faculty and staff when interacting online:

When on Zoom©, please mute your audio when teaching begins. If you have a question, please use the “raise hand” function, or the Chat feature to ask your question. Please remember to use the “lower hand” function after your question has been acknowledged.

As far as possible, your video must be on during Zoom© teaching sessions. Where that is not possible, you need to seek the permission of the instructor to remain off camera.

Without exception, your Zoom© video must be on when you are asking or answering a question AND when you are doing a class presentation. You have the option of using a virtual background if you do not want to show your ‘workspace’. Please do not display offensive material as your virtual background.

Please be attentive to the body language, voice tone, and instantaneous listener feedback when asking or answering questions.

When using the Chat function in Zoom©, or in the Discussion Forum on Sakai©, keep in mind the following points:

1. Tone Down Your Language. Given the absence of face-to-face clues, written text can easily be misinterpreted.
2. Avoid the use of strong or offensive language and the excessive use of exclamation points.
3. 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 your statement.

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*.

You must be professionally attired when presenting in 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*.



St. George's University

Department of Educational Services
Specialized English Language Programs Unit
English for Medicine Pathway

Foundations for Communication

Course Code: ENGL 335

Mon–Thu 8:10–9:50 a.m.

Fri 1:00–2:40 p.m.

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

- 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 preclinical and academic contexts
- Use strategies for professional communication orally and in writing
- Use technology to meet course requirements
- Use synthesis strategies to organize information from various sources
- Use self-directed learning strategies
- Apply paraphrasing and summarizing skills orally and in writing
- Use formal and informal language that is appropriate for the situation
- Evaluate the credibility of sources
- Use compare–contrast, cause–effect, and persuasive language in speaking and writing
- 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)
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/>

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.

Instructors will respond to emails from 8:00 a.m. to 4:00 p.m. (GMT-4) during weekdays. However, be aware that instructors are not checking email *all day*, so do not expect an immediate response. 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

Tech 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.

Technical issues

We understand that you may experience technical issues often during the beginning of this course, but regularly experiencing technical issues could impact your performance in the course. If you are having technical problems, notify instructors ahead of time if possible. If technical problems cause you to miss class and you are unable to email instructors before class, notify

instructors as soon as possible. When a class is missed due to a technical problem, please provide instructors with an IT receipt or report. If we notice this becomes a habit, we will note it in your professionalism report.

Assignment Policies

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’s “Resources” tab.

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 5–10 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. For online submissions, make sure you are submitting assignments at least 15 minutes before the deadline so if there is a technical issue during submission, you can try troubleshooting.

Late assignments

Late assignments will NOT be accepted unless previous arrangements are made on a case-by-case basis with the instructors. If you must miss class for a medical reason, you are required to provide a doctor’s note or a receipt of some kind for the date you were absent. If we notice this becomes a habit, we will note it in your professionalism report.

Plagiarism

We understand that plagiarism may be viewed differently in different educational and regional contexts. SGU views plagiarism as a serious offense and may result in failing a course or expulsion from the university. Throughout the course of the semester, the meaning of plagiarism at SGU and in a North American context will be clarified. Instructors will be understanding of an initial, accidental offense of plagiarism but if another assignment is plagiarized, you will receive a zero.

Attendance Policies

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 ten minutes of a class, you will be marked absent.

Zoom disappearance

We understand that technical issues could prevent you from remaining in an online session for the duration of class once or twice, but if we notice this becomes a habit, we will note it in your professionalism report.

Missing class

If you miss class, it is your responsibility to take the necessary steps to meet the requirements for missing class, which include checking the “Panopto” tab to watch the video recording from class that day, then checking the “Lessons” tab to access the material that was covered in class, and then finally, asking a classmate if you have any questions about content or materials. If you still require assistance after those three steps have been taken, please email the instructors.

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 EMP courses are 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 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 1-9 minutes late
0 points for arriving more than 10 minutes late
1 participation point for responding to questions in class

Course Components

Guest Lectures

Guest lectures make up an important part of our course. Guest lectures are more common in the first module, “Intro to University Life.” When there is a guest lecture, a guest (i.e., a faculty member, visiting professor) will come to our class and speak to us about a particular topic. The purposes of the guest lectures are to give you (a) information to help you in your academic careers and (b) engage with someone in a professional way (e.g., ask a polite question, express an opinion or disagreement, etc.).

Workshops

There are workshop days scheduled during each module. We will have workshops for the major module assignments; in other words, there will be workshop days for the presentation or debate, and there will be workshop days for essays. The purposes of workshop days are to give you (a) in-class time to work on your module assignment and obtain our feedback as well as (b) a chance to connect with your classmates and assignment group members.

Conferences

Conferences are another important part of our course. Conferences are different from workshops because you meet either one-on-one with your instructor, or, if we are working on a group essay, you meet with your instructor as a group. The purpose of conferences is to give you more individual or group-specific feedback; there might be aspects of your written English communication that are specific to *you* and that *you* need to work on.

Feedback Days

Feedback days are scheduled at the end of each module. We call them “Feedback Days” because we want to get your feedback about different aspects of each module, including the module’s major assignments (e.g., the writing and speaking projects). We do not want to have you turn in a major assignment and then not hear from us about it; on a feedback day, we will ask you about your writing, your presentation, your experience during group work, and what classroom activities and/or materials were—or were not—useful to you.

Selectives

In the course outline, you will see “Selective” typed in at the end of each week after Module 1 (i.e., “Intro to University Life”). Selectives are days in which class content is crafted to help you meet your English communication needs that are not addressed on other class days. For example, if one group of students needs to improve their North American English pronunciation and another group needs more help formatting their essays correctly, then we will have a pronunciation selective for one group and a formatting selective for the other group. Selectives depend on your needs, and so they can change every semester.

Directed Learning Activities (DLAs)

There are DLAs peppered throughout the course. DLAs consist of activities that you do on your own, such as watching a recorded video and then completing an associated assignment. The purposes of DLAs are to (a) encourage you to take responsibility for your own learning and (b) give varied opportunities to learn outside of class.

Proposal Pitches

You can think of proposal pitches as being part of the work you do to prepare for presentation and debates (i.e., one of the module projects). On a proposal pitch day, you give a “pitch” or a short introduction about the topic you will present on or debate about. The purposes of proposal pitches are to (a) give you practice speaking in front of an audience and (b) give us a chance to hear what your project topic will be about before you complete your project in case there are any issues or concerns.

Presentation Skills Days

Presentation skills days are also part of the work you do to prepare for a presentation or debate. However, on these days, we will work on your public speaking, body language, volume and intonation, and presentation design. We focus on presentation skills as part of our course because you will have to give presentations in your preclinical and medical courses and later in your medical careers when you present research.

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
 - Selective assignments

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: Intro to University Life
 - In-class writing diagnostic
 - Group presentation (slides and peer assessments)
- Module 2: U.S. Medical System (Compare-and-Contrast)
 - Individual paper (first draft, second draft, final essay)

- Individual presentation (outline and slides)
- Module 3: Human Health & The Environment (Cause-and-Effect)
 - Individual paper (first draft, second draft, final essay)
 - Individual presentation (outline and slides)
- Module 4: Nutrition (Persuasive)
 - Group paper (first draft, second draft, final essay, peer assessments)
 - Group debate (outline) *slides optional

Attendance and Participation (10%)

See information about attendance and participation above.

FALL 2021 COURSE OUTLINE
Foundations for Communication

ALL ASSIGNMENTS DUE AT 7:30 AM (GMT-4) UNLESS OTHERWISE NOTED

Wk	Date	Day	Topic	We assign	You turn in
<i>Module 1: Introduction to University Life</i>					
1	Aug 16 Cassie Todd	M	Intro to Mod 1 <i>The Basics</i> <ul style="list-style-type: none"> • Welcome • Time zone-C • Icebreaker- T • Syllabus- C • Why EMP- C <i>Sakai Clickthrough- C</i> <ul style="list-style-type: none"> • Sakai (general overview) • Resources (rubrics, guides) <i>Major Mod 1 Projects</i> <ul style="list-style-type: none"> • Writing diagnostic- T <ul style="list-style-type: none"> ○ Guidelines ○ Topic activity ○ Group selection ○ Rubric (0-2) • Group presentation- C <ul style="list-style-type: none"> ○ Guidelines ○ Rubrics (pres., peer) 	Group Presentation-C	
	Aug 17 Todd	T	Info Gathering <ul style="list-style-type: none"> • Background questionnaire (e.g., language, typing speed, tech exp.) 	Professionalism Article quiz	
	Aug 18 Cassie	W	Professional Behaviors <ul style="list-style-type: none"> • Professionalism article (table) • Cultural differences 		Professionalism Article quiz
	Aug 19 Todd	H	Professional Emails <ul style="list-style-type: none"> • Language • Cultural differences 		Sakai Upload Test
	Aug 20 Cassie	F	PSC Guest Lecture Mrs. Steele <ul style="list-style-type: none"> • Services offered • Making appts. <i>Group Discussion</i> <ul style="list-style-type: none"> • Debrief guest lecture content & presentation style 	Proposal Pitch	Professional Email
2	Aug 23 Cassie	M	Proposal Pitches		Proposal pitch Due

	Aug 24 Todd	T	<p>*Library Guest Lecture Suzanne Paparo</p> <ul style="list-style-type: none"> • Overview • Using resources (e.g., databases) <p><i>Group Discussion</i></p> <ul style="list-style-type: none"> • Debrief guest lecture content & presentation style 		'Tech Troubles' Forums Post
	Aug 25 Todd	W	<p>BAARP</p> <ul style="list-style-type: none"> • Finding sources • Boolean phrases 		
	Aug 26 Cassie	H	<p>Help-Seeking Guest Lecture Kiku Tupper</p> <ul style="list-style-type: none"> • Help-seeking behavior • Making appts. with LS <p><i>Group Discussion</i></p> <ul style="list-style-type: none"> • Debrief guest lecture content & presentation style 		'Introduce Yourself' Forums Post
	Aug 27 Cassie	F	Writing Diagnostic		
3	Aug 30 Todd	M	<p>APA</p> <ul style="list-style-type: none"> • Plagiarism 		
	Aug 31 Cassie	T	Workshop		
	Sep 1 Cassie Todd	W	Group Presentation Day		Group pres. materials & PPT Due + peer assessments
	Sep 2 Cassie	H	<p>Feedback Day</p> <ul style="list-style-type: none"> • Mod 1 questionnaire 		
	Sep 3 Cassie Todd	F	<p><i>Selective 1</i></p> <ul style="list-style-type: none"> • <i>Tech literacy</i> • <i>Presentation Skills</i> 		
4	Sep 6	M	No class Student exams	<p>WK 4 DLA: CC essay</p> <ul style="list-style-type: none"> • Thesis statements • CC structure • CC language • Outline template optional • Sample paper 	
	Sep 7	T	No class Student exams		
	Sep 8	W	No class Student exams		
	Sep 9	H	No class Student exams		
	Sep 10	F	No class Student exams		
Module 2: U.S. Medical System (Compare and Contrast)					
5	Sep 13 Cassie	M	<p>Intro to Mod 2</p> <ul style="list-style-type: none"> • US Med System 		WK 4 DLA Due

			<ul style="list-style-type: none"> Rationale for Mod 2 projects, relevance, importance of CC Essay Assignment Essay Rubric Presentation Assignment Presentation Rubric 		
	Sep 14 Todd	T	U.S. Medical System <ul style="list-style-type: none"> Topics Research articles Cohort announcement 		
	Sep 15 Todd	W	BAARP <ul style="list-style-type: none"> Find sources Evaluate sources in-depth 	Proposal pitch + BAARP test	
	Sep 16 Cassie	H	Proposal Pitches <ul style="list-style-type: none"> Selective grouping announcement 		Proposal pitch + BAARP test Due
	Sep 17 Todd Cassie	F	<i>Selective 2</i>		
6	Sep 20 Todd	M	MEAL Plan <ul style="list-style-type: none"> Topic sentences Sample papers 	Using evidence & synthesizing <ul style="list-style-type: none"> Template optional 	CC Draft 1 Due
	Sep 21 Todd	T	APA <ul style="list-style-type: none"> Formatting Paper basics Sample papers 	Review Draft 1 feedback	
	Sep 22 Todd Cassie	W	Conferences	Review pres. rubric	<i>Using evidence & synthesizing Due</i>
	Sep 23 Cassie	H	Presentation Skills <ul style="list-style-type: none"> Presentation notes format PPT skills Organizing the speech Oral citations Sample videos 		<i>Review pres. rubric</i>
	Sep 24 Todd Cassie	F	<i>Selective 2</i>		
7	Sep 27 Cassie	M	Workshop		CC Draft 2 Due
	Sep 28 Todd	T	*Presentation Day		Pres. materials & PPT Due
	Sep 29 Cassie	W	*Presentation Day		
	Sep 30	H	Feedback Day		

	Todd		<ul style="list-style-type: none"> Mod 2 questionnaire 		
	Oct 1 Todd Cassie	F	<i>Selective 2</i> <ul style="list-style-type: none"> <i>Selective 2 questionnaire</i> 		
8	Oct 4 Oct 5 Oct 6 Oct 7 Oct 8	M T W H F	No class Mid-term exams No class Mid-term exams No class Mid-term exams No class Mid-term exams No class Mid-term exams	DLA: CE essay <ul style="list-style-type: none"> CE structure CE language Template Outline template optional <ul style="list-style-type: none"> Sample paper 	CC Final Draft Due
Module 3: Human Health and the Environment (Cause and Effect)					
9	Oct 11 Cassie	M	Intro to Mod 3 <ul style="list-style-type: none"> Human Health & Environ. Cause & Effect in other course outcomes Essay Assignment Essay Rubric Presentation Assignment Presentation Rubric 		WK 8 DLA Due
	Oct 12 Todd	T	Human Health & the Environment <ul style="list-style-type: none"> Topics Research articles Skimming & scanning 	BAARP tests	
	Oct 13 Todd	W	Summarizing & Paraphrasing <ul style="list-style-type: none"> Sample papers 	Proposal pitch	BAARP tests Due
	Oct 14 Todd	H	Proposal Pitches <ul style="list-style-type: none"> Selective grouping announcement 		Proposal Pitch Due
	Oct 15 Todd Cassie	F	<i>Selective 3</i>		
10	Oct 18 Cassie	M	BAARP <ul style="list-style-type: none"> Bias & conciseness Peer review 		CE Draft 1 Due
	Oct 19 Cassie	T	APA <ul style="list-style-type: none"> In-text citations Reference page Sample papers 	Review Draft 1 feedback	
	Oct 20 Cassie	W	Conferences	Review pres. rubric	
	Oct 21 Cassie	H	Presentation Skills <ul style="list-style-type: none"> Using language Targeting a specific audience 		<i>Review pres. rubric</i>

			<ul style="list-style-type: none"> • Sample videos 		
	Oct 22 Cassie	F	<i>Selective 3</i>		
11	Oct 25	M	No class Holiday		
	Oct 26 Todd	T	Workshop		CE Draft 2 Due
	Oct 27 Todd Cassie	W	Presentation Day		Pres. materials & PPT Due
	Oct 28 Todd	H	Feedback Day <ul style="list-style-type: none"> • Mod 3 questionnaire 		
	Oct 29 Todd Cassie	F	<i>Selective 3</i> <ul style="list-style-type: none"> • <i>Selective 3 questionnaire</i> 		
12	Nov 1	M	No class Student exams	DLA: Persuasive essay <ul style="list-style-type: none"> • PP essay structure • Persuasive language • Outline template optional • Sample paper 	CE Final Draft Due
	Nov 2	T	No class Student exams		
	Nov 3	W	No class Student exams		
	Nov 4	H	No class Student exams		
	Nov 5	F	No class Student exams		
Module 4: Nutrition (Persuasive)					
13	Nov 8 Cassie	M	Intro to Mod 4 <ul style="list-style-type: none"> • Nutrition • PP Assignment • PP Rubric • Debate Assignment • Debate Rubric • Peer Evaluation Rubric 		WK 12 DLA Due
	Nov 9 Todd	T	Nutrition <ul style="list-style-type: none"> • Brainstorm topics & agree on 2 • Divide groups • Research articles • Group work: scheduling 	BAARP tests	
	Nov 10 Todd	W	Counterarguments & Refutations <ul style="list-style-type: none"> • Formatting paper • Sample papers 	Group proposal pitch	BAARP tests
	Nov 11 Cassie	H	Proposal Pitches <ul style="list-style-type: none"> • Selective grouping announcement 		Group proposal pitch Due
	Nov 12 Cassie	F	<i>Selective 4</i>		

	Todd				
14	Nov 15 Cassie	M	Intro to Debate <ul style="list-style-type: none"> • Debate structure • Written debate format • Rebuttals vs. refutation • Sample videos 		GP Draft 1 Due + peer assessments
	Nov 16 Todd	T	APA <ul style="list-style-type: none"> • Punctuation • Indiv. needs 	Review Draft 1 feedback	
	Nov 17 Cassie Todd	W	Conferences		
	Nov 18 Todd	H	Persuasive Writing <ul style="list-style-type: none"> • Ethos, Pathos, Logos • Fallacies (how to avoid false logic) • Sample paper 		
	Nov 19 Cassie Todd	F	<i>Selective 4</i> <ul style="list-style-type: none"> • <i>Selective 4 questionnaire</i> 		
15	Nov 22 Todd	M	Debate Skills <ul style="list-style-type: none"> • Tone & bias • Buying time • Politely disagreeing • Sample video • Share main arguments with opposing team 		GP Draft 2 Due
	Nov 23 Todd	T	Workshop		
	Nov 24 Cassie Todd	W	*Debate Day		Debate materials Due + peer assessments
	Nov 25 Cassie Todd	H	*Debate Day		
	Nov 26 Cassie Todd	F	Feedback Day <ul style="list-style-type: none"> • Mod 4 questionnaire 		
16	Nov 29	M	No class Final exams		GP Final Draft Due
	Nov 30	T	No class Final exams		
	Dec 1	W	No class Final exams		
	Dec 2	H	No class Final exams		
	Dec 3	F	No class Final exams		

Note. This schedule may change. Students will be notified of all changes through Sakai.



St. George's University
Grenada, West Indies

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

Monday 10:30 – 11:45 am
Wednesday 12:30 – 1:20 pm
Thursday 12:00 – 1:15 pm

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. Wednesday classes have been earmarked for the medical terminology thread of this course. However, there may be instances where Wednesday'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: Emily Harms

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.

Emily Harms: <https://emilyharms.youcanbook.me>

Zoë Hagley: <https://zoehagley.youcanbook.me/>

We are located on the top floor of the Department of Educational Services (DES). DES is open from 8:00 AM - 5:00 PM during weekdays and is closed over the weekend and public holidays. FFC faculty are available during business hours.

We encourage students here in Grenada to connect with us in person. We are also available via zoom and email.

4. Course Materials

Textbook:

Chabner, D.E. (2014). *Medical Terminology: A Short Course (7th ed./8th ed. *)*. Maryland Heights, MO: Elsevier.

*You may purchase either the 7th or 8th edition. There is no significant difference in the editions. Please purchase what is available to you. Depending on your location, you may not have access to Vital Source. SGU's library has a list of alternate sources for purchasing the textbook.

The Required textbook for FMC can be purchased and/or rented from the sites below

7th edition: <https://www.vitalsource.com/> or https://www.amazon.com/Medical-Terminology-Short-Course-Book-ebook-dp-B0148JSMCG/dp/B0148JSMCG/ref=mt_other?_encoding=UTF8&me=&qid=1610447727

8th edition: <https://www.vitalsource.com/> or https://www.amazon.com/Medical-Terminology-Short-Course-Book-ebook-dp-B01K4UKJLU/dp/B01K4UKJLU/ref=mt_other?_encoding=UTF8&me=&qid=1610447542

You can also use eBooks from other retailers.

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:

Monday 10:30 – 11:45 am (75 minutes)

Wednesday 12:30 – 1:20 pm (50 minutes)

Thursday 12:00 – 1:15 pm (75 minutes)

Interactive Class Format

- 20-30% Teacher-led instruction
- 70-80% In-class individual, pair, and group tasks
- Synchronous sessions and asynchronous assignments

II. 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.

During Zoom classes, you are expected to have your video on. If you are having technical difficulties, inform the teaching team.

Submitting Late Assignments: The EMP Program does not accept late work. If you will not be able to meet a deadline or attend a class, inform the teaching team in advance.

Communication with Faculty: Students can expect a response from faculty within 24 hours, excluding weekends. Weekends start on Friday at 4 pm and end at 8 am on Monday, Grenada time. Please use your SGU email for all communication.

File Names for Assignments: All assignments submitted to Sakai must have a file name that includes the student's name and the abbreviated assignment name. *For example:*
Emily_diagnostic.docx

III. Attendance, Participation & Professionalism (10%)

Attendance and participation are required for EMP courses. Students can earn a maximum of 2 points per day for attendance, participation, and professionalism.

Students will lose points for arriving late. Students who arrive after the start of class will be counted as late and lose one of the attendance points. Students who arrive more than 5 minutes after the start of class will be considered absent and will receive zero attendance points. Students are allowed up to two unexcused absences.

Students are expected to actively participate and display professionalism. Please see the SGU student manual and the EMP Program Syllabus for a description of professional and unprofessional behaviors.

If you miss class or a section of class, it is your responsibility to find out what happened, review the materials, and complete all tasks.

Technical difficulties and online classes: Communicate to the teaching team if you missed class or a section of class due to technical problems or internet outages as soon as possible. You will have 48 hours (or more, by arrangement) to view the class video on Panopto on Sakai. If you watch the video and email your instructors, you will receive the attendance and participation points. If you do not communicate with the teaching team, you will be counted as absent.

IV. 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, paraphrases, paragraphs, reflections), vocabulary development, role plays, videos, discussions, and debates. Module assignments are graded using the rubric in section 10, below.

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 Tests (x10 @ 2% each) 20%

Throughout the course, there will be an ongoing thread of medical terminology, both formal and informal. Students will take 10 tests on medical terminology. See the class schedule for test dates and more information. Students will demonstrate their mastery of medical terminology. Questions will include multiple choice, fill in the blank, and short response (both written and oral); students will be tested on meaning of words and word parts, in addition to spelling and pronunciation. Students will also submit a weekly medical terminology log as part of the quiz. See separate guidelines posted in MyCourses.

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. Prepare students for the medical and academic language and skills necessary to be successful at SGU and in clinical settings
2. Extend understanding and skills for sociocultural communications in academic and medical contexts
3. Engage in the application of critical thinking and analysis
4. Develop and integrate skills for reading, writing, speaking and listening in an academic and medical context.

8. Course Assessments and Percentage of Grade

<u>Assessment</u>	<u>%</u>
Attendance, Professionalism & Participation	10
Module Assignments	25
Module Project 1: Poster Presentation	15
Module Project 2: Multimedia Project and Written Rationale	15
Module Project 3: Narrative Medicine Project	15
Medical Terminology Weekly Tests <ul style="list-style-type: none"> • 10 quizzes worth 2% each 	20
Total	100

9. Course Schedule

There is a detailed weekly schedule in Sakai that lists the days we have synchronous classes and assignment due dates. We strongly recommend you print it out or bookmark it for easy access.

Week	Module
1	Module 1: Intro to the Course & Medical Research
2	Module 1: History of Medical Research, Reading Medical Research, Critical Appraisals, & Introduction to Synthesis
3	Module 1: More Synthesis & Poster Presentation Preparation
4	Module 1: Poster Presentation Preparation
5	Module 1: Poster Presentation
6	Module 2: Introduction to Medicine & the Media
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
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 Project Due

**Note: this schedule is subject to change. Students will be notified of all changes through MyCourses.*

10. Module Assignment Rubric

	5	3	0
Completion of task	Task is thoroughly complete <u>and</u> submitted on time	Task is somewhat complete <u>and</u> submitted on time	Task is incomplete <u>or</u> not submitted on time
Critical engagement with task	Student response demonstrates critical engagement with the task, e.g., it is evident student put thought and effort into task	Student response demonstrates minimal engagement with the task e.g., it is evident student put a bare minimum of thought and effort into task	Student response does not demonstrate engagement with the task

Total score: /10



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 12:00 – 1:15 PM & Wednesday 1:30 – 2:45 PM
Semester and Year:	Fall 2021
Classroom Location:	Online - MyCourses Lessons tab In-person – Andrew Belford Hall IL308
Pre-requisite(s):	ENGL 375
Course Lecturer Name:	Deborah Weinheimer
Course Director Name:	Deborah Weinheimer

Contact Information:

Deborah Weinheimer

E-mail: dweinhei@sgu.edu: Virtual appointments: <https://dweinheimer.youcanbook.me>

Office: DES, 3rd Floor

Office Hours: All faculty appointments must be made using **YouCanBookMe**. Use the link above to set up individual appointments with the faculty. If the available appointment times listed on youcanbook.me conflicts with your schedule, the faculty is willing to schedule an alternate time by request.

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 but 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 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 reading literacy skills learned in Foundations for Medical Communication. 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. This course is comprised of 4 major projects, allowing students to develop and apply language skills and strategies within a meaningful context.

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.

Course Materials:

Text: There is no required textbook for this course. 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 Management tool: To learn to use Sakai, the MyCourse management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

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 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 (5%) & Annotated Bibliography (10%) 15%

Project 2: Outline 15%

Project 3: Literature Review 25%

Project 4: Social, Cultural, & Economic Implications Assignment 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 16 S	Intro, Syllabus, Academic Integrity, Plagiarism	Pre-evaluation & expectation reflection	
	Aug 18 S	Research: topics, brainstorming, mind-maps	Think of 2-3 medical conditions to use as a topic	Pre-eval & reflection due
2	Aug 23 S	Research topic and research question	Final topic, RQ & background worksheet (WS)	Bring 2-3 topic ideas to class
	Aug 25 S	Research: Techniques, article types, & reading strategies	<ul style="list-style-type: none"> Find 5 scholarly articles Begin annotating articles 	Topic RQ & background WS due
3	Aug 30 A	Organization techniques & introduction to Graphic Organizer (G.O) assignment	<ul style="list-style-type: none"> Annotated articles assignment (5 scholarly) 	Article check-in due
	Sep 1 S	Research Themes & identifying supporting details	<ul style="list-style-type: none"> Complete G.O for check-in 	Annotated articles due
4	Sep 6 A	Intro to annotated bibliography (AB) assignment	<ul style="list-style-type: none"> Revise article main points AB assignment 	G.O in-class status check due
	Sep 8	<i>Wed-Fri: Exams (NO CLASS)</i>		
5	Sep 13 S	Summarizing	Summarize all articles for AB	Completed G.O due
	Sep 15 S	APA Reference & In-text	Revise references for AB	
6	Sep 20 A	Introduction to literature reviews (structure/type/format)	AB D1 peer review (PR)	AB D1 due
	Sep 22 S	Thesis	<ul style="list-style-type: none"> Finalize thesis Edit AB according to PR feedback 	AB D1 PR due
7	Sep 27 A	Outlines & topic sentences	Begin outline (background, main points, thesis, sources)	Final thesis due
	Sep 29 A	Synthesizing sources –paraphrasing & quoting evidence	Paraphrase and synthesize sources	AB Final due 10/01 by 11:55 PM
8	Oct 4-8	<i>Midterms Week – NO CLASS</i>		
			Outline D1 due 10/08 by 11:55 PM	

9	Oct 11 S	Analysis	Add analysis to outline	
	Oct 13 S	Round Table Pitch & Lit Review Assignment Intro	Sign up for outline conference	Final Outline due Conference sign-up
10	Oct 18 A/S	Intro/Conclusion & Links (A) + Outline Conferencing (S)	Incorporate intro/conclusion/L into LR D1	Conference appt
	Oct 20 S	Workshop: PR Brainstorm + Transition/Flow/Synthesis/Analysis	<ul style="list-style-type: none"> LR D1 self-reflection Revise LR & create flow (cohesion and links) 	LR D1 due
	Oct 25	<i>Thanksgiving (NO CLASS)</i>		
11	Oct 27 A/S	Workshop: Bias/tone/formality(A)	<ul style="list-style-type: none"> Edit LR for bias/tone/formality Use feedback to revise LR 	<ul style="list-style-type: none"> LR reflection due
12	Nov 1 S	Social, economic, and cultural implications assignment intro + Peer Review Session	Social, economic, and cultural (S.E.C) WS	
	Nov 3	<i>Wed-Fri: Exams (NO CLASS)</i>		
13	Nov 8 S	Intro to patient informational session & brochure	Review assigned peer's LR	
	Nov 10 S	Workshop: Conciseness & Graphs	Edit LR for conciseness, APA, & according to feedback	<ul style="list-style-type: none"> LR D2 due S.E.C WS due
14	Nov 15 A	Workshop: Social, cultural, and economic research & brochure	Create brochure	LR PR due
	Nov 17 S	Workshop: Implications Assignment	Create patient info session	
15	Nov 22 S	Patient Informational Session pt. 1	Implications assignment self- assessment	Info Session & Brochure due
	Nov 24 S	Patient Info Session pt. 2 + Course wrap-up	<ul style="list-style-type: none"> Course reflection assignment SGU course evaluation 	Implications self- assessment due
16	Nov 29 - Dec 3	<i>Finals Week – NO CLASS</i>	<i>LR Final due Nov 26th Course reflection & evaluation due Dec 3rd</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 not completed before the next class.	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.
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 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:

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



St. George's University

Department of Educational Services

Specialized English Language Programs Unit (SELP)
English for Medicine Pathway (EMP)

Applied Medical Communication

Course Code: ENGL 338

Tuesday 11:30 a.m. - 12:20 p.m.

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 four themed modules, allowing students to develop and apply language, skills, and strategies within a meaningful context. Each module culminates in a final 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 Instructor

Name	Title	Email	Phone
Kasey Larson	Course Director	klarson@sgu.edu	444-4175 (ext. 3272)

Contacting Instructor

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/>

The Department of Educational Services is open from 08:00–17:00 during weekdays 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

I will read and respond to emails Monday-Friday. I check emails in the morning and afternoon Grenada time.

Classroom Policies

Cellphones

The use of cell phones or other technology for non-class related purposes is not allowed.

Laptop Use

If learning remotely, 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.

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 5 minutes of a class, you will be marked absent.

Missing Class

If you miss class, it is your responsibility to take the necessary steps to meet the requirements for missing class which include checking the 'Panopto' tab to watch the video recording from class that day, then checking the 'Lessons' tab to access the material that was covered in class, and then finally, asking a classmate if you have any questions about content or materials. If you still require assistance after those three steps have been taken, please email the instructor.

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, both in-person and online, should be prepared at the start of all synchronous class sessions. Students are also expected 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
 - If learning online, 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 or in-person small groups when asked
- If learning online, 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... (if learning online)
 - 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... (if learning online)
 - 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.
- In *synchronous class session*, you should... (if in person)
 - Arrive to the classroom before the start of class
 - Have the necessary technology set up

*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

<p>1 attendance point per class day</p> <p>0.5 point for arriving 1-4 minutes late</p> <p>0 points for arriving 5 or more minutes late</p> <p>1 participation point per class day</p> <p>Active participation is showing active listening and engaging in the class activities.</p> <p>0.5 point for partial participation</p> <p>0 points for no participation</p>

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.

E-Book

The required textbook can be purchased or rented from <https://www.vitalsource.com/> or other online retailers such as:

Amazon: <https://www.amazon.com/Medical-Interview-Mastering-Clinical-Practice/dp/080361246X>

Goodreads:

https://www.goodreads.com/book/show/956636.The_Medical_Interview

Chegg Books: <https://www.chegg.com/textbooks/the-medical-interview-mastering-skills-for-clinical-practice-5th-edition-9780803612464-080361246x>

Hardcopy

The required textbook can also be rented from the SGU library or purchased from the SGU bookstore on campus.

Course Materials

All course materials, including lecture slides, handouts, additional readings, etc. will be posted on Sakai.

Course Assignments General Information

I. 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.

II. 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.

III. 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. For online submissions, make sure you are submitting assignments at least 15 minutes before the deadline so if there is a technical issue during submission, you can try troubleshooting.

IV. Late Assignments

Late assignments will NOT be accepted unless previous arrangements are made on a case-by-case basis with the instructors. If you must miss class for a medical reason, you are required to provide a doctor's note for the date you were absent. If we notice this becomes a habit, we will note it in your professionalism report.

Table 2. Course assessments and percentage of grade

Assessment	%
Role Plays & Reflections	22.5
Module 1	2.5
Module 2	10
Module 3	10
Standardized Patient Interviews & Reflections	30
Module 1	15
Module 3	15
Culture Assignment	10
Weekly Assignments	25
Attendance & Participation	12.5

Note. Students must meet the minimum academic standards for the Preclinical Sciences Program. Refer to the Student Manual. Also, students must earn a minimum of 69.5% in each EMP English course.

Course Assignments

I. Role Plays and Reflections

Students will participate in three roleplays outside of class based on given scenarios within the context of the medical interview. The role plays allow students to practice skills and concepts covered in class to prepare for each of the standardized patient interviews. Students will work in pairs or groups of 3 and record their roleplays so they can 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 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 reflections. These assignments will be worth a set number of points each and will be evaluated using guidelines and rubrics found on Sakai. The weeks we have standardized patients, students will work in smaller groups and may have to meet at a different time.

III. Culture Assignment

In order to engage with culture, students will complete a project where they investigate elements of their cultural identity including socioeconomic status, gender identify, race, ethnicity, and religious identity and reflect on how these could impact their work with their future patients especially in the context of the medical interview.

IV. Weekly Assignments

Students will complete various course 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, quizzes, short written assignments (e.g. summaries, paraphrases, paragraphs, reflections, and responses), vocabulary development, videos, and discussions. Each of these assignments is worth 2

points. These assignments (except for the quizzes) will be evaluated holistically on whether students have demonstrated the learning outcome(s) for the task. Please see below for how course assignments will be graded.

	2	1	0
Completion of Task	Task is thoroughly complete and submitted on time.	Task is somewhat complete <u>and</u> submitted on time	Task is incomplete <u>or</u> not submitted on time
Critical Engagement with Task	Student response demonstrates critical engagement with the task, e.g., it is evident student put thought and effort into task	Student response demonstrates minimal engagement with the task e.g., it is evident student put a bare minimum of thought and effort into task	Student response does not demonstrate engagement with the task

V. **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, you can earn 1 participation point by actively listening and engaging in the class activities.

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 2021

ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS UNLESS OTHERWISE NOTED

Date	Topic	Homework
Module 1: Foundations of the Medical Interview (Angina)		
Week 1	Intro to the Course and Medical Interviewing	
August 17	<ul style="list-style-type: none"> Syllabus review Q & A Introduction to the Medical Interview 	<ul style="list-style-type: none"> Review the syllabus
Week 2	Foundations of the Medical Interview	
Augusts 24	<ul style="list-style-type: none"> Chapter Activities Chapter 1: Interviewing as a Clinical Skill Chapter 3: Chief Complaint and Present Illness (end at page 65) 	<ul style="list-style-type: none"> Review Ch. 1 & 3 Take the Sakai Quiz
Week 3	Foundations of the Medical Interview Continued	
August 31	<ul style="list-style-type: none"> Chapter Activities Chapter 4: Other Activities Problems, Past Medical History, and Family History 	<ul style="list-style-type: none"> Review Chapter 4 Review Angina Article Chapter 4 and Angina Article Assignment
Week 4	Foundations of the Medical Interview Continued	
September 7	<ul style="list-style-type: none"> Independent Interview Practice 	<ul style="list-style-type: none"> Role Play & Reflection
Week 5	Foundations of the Medical Interview Continued	
September 14 & 16	<ul style="list-style-type: none"> Standardized Patient Interview <p>Tuesday September 14 10:00 – 10:50 am</p>	<ul style="list-style-type: none"> Standardized Patient Interview Reflection

	<ul style="list-style-type: none"> • Edidiong Joshua • Mohammad Nazar • Eisha Lia Jacob • Sarah Zamannoun <p>Tuesday September 14 11:30 am – 12:20 pm</p> <ul style="list-style-type: none"> • Amanda Solomon • Naraporn Larpcharoentavee • Oreeditse Outule • Yi-Wen Chen <p>Thursday September 16 10:00 – 10:50 am</p> <ul style="list-style-type: none"> • Zulfat Zam • Oke Mololuwa • Yoon Sun Kim • Rita Manafa 	
Module 2: Empathy & Culture (Pain)		
Week 6	Empathy	
September 21	<ul style="list-style-type: none"> • Chapter Activities • Chapter 2: Respect, Genuineness, and Empathy 	<ul style="list-style-type: none"> • Review Ch. 2 • Take the Sakai Quiz
Week 7	Empathy Continued	
September 28	<ul style="list-style-type: none"> • Chapter Activities • Chapter 2: Respect, Genuineness, and Empathy 	<ul style="list-style-type: none"> • no HW
Week 8	Empathy Continued	
October 5	<ul style="list-style-type: none"> • Empathy Roleplay 	<ul style="list-style-type: none"> • Module 2 Role Play & Reflection
Week 9	Culture	
October 12	<ul style="list-style-type: none"> • Chapter Activities 	<ul style="list-style-type: none"> • Chapter 12 Assignment

	<ul style="list-style-type: none"> Chapter 12: Cultural Competence in the Interview Assign and Discuss Culture Project 	
Week 10	Culture Continued	
	<ul style="list-style-type: none"> Chapter 12: Cultural Competence in the Interview 	<ul style="list-style-type: none"> Culture Assignment
Module 3: Challenges of the Medical Interview		
Week 11	Sexual History & Closing the Interview	
October 26	<ul style="list-style-type: none"> Chapter Activities Chapter 6: The Sexual History Chapter 7: Review of Systems, Physical Examination, and Closure 	<ul style="list-style-type: none"> Review Chapter 6 Review Chapter 7 Take Sakai Quiz
Week 12	Challenging Patients 1	
November 2	<ul style="list-style-type: none"> Chapter Activities Chapter 3: Chief Complaint and Present Illness (pages 65-69) 	<ul style="list-style-type: none"> Review Chapter 3 (pages 65-69) Take Sakai Quiz
Week 13	Challenging Patients 2	
November 9	<ul style="list-style-type: none"> Chapter Activities Chapter 13: Difficult Patient-Clinician Interactions 	<ul style="list-style-type: none"> Review Chapter 13 Take Sakai Quiz
Week 14	Challenging Patients Roleplay	
November 16 Roleplay no class	<ul style="list-style-type: none"> Challenging Patients Roleplay 	<ul style="list-style-type: none"> Roleplay and reflection
Week 15	Breaking Bad News	
November 23	<ul style="list-style-type: none"> Chapter Activities Chapter 14: Telling Bad News 	<ul style="list-style-type: none"> Review Chapter 14 Chapter 14 Assignment
Week 16	The Final Showdown	

November 30	<ul style="list-style-type: none">Standardized Patient Interview <p>Note: Interview times to be determined based on final exam schedules</p>	<ul style="list-style-type: none">Standardized Patient Interview ReflectionCourse Feedback
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Note. This schedule may change. Students will be notified of all changes through Sakai.



Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: FREN 101 Introductory French 1
Number of Credits: 3
Days and Times: Tuesdays and Thursdays, 2:30 pm – 3:45 pm
Semester and Year: Fall 2021
Classroom Location: SAH – Middle Room and Online/Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Mae Patterson
Course Director Name: N/A

Course Lecturer(s) Contact Information: mapatterson@sgu.edu, 1-473-456-4208 Cellphone
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: To be announced
Course Director Office Location: N/A

Course Support: Ms. Nichole Phillip, nphilli2@sgu.edu +1 473 444 4175, 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:

Click or tap here to enter text.

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 aspects 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 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.

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. 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/contexts/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.
7. 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 = 64.4% or less

Course Materials:

Text: Café Crème Book 1, KANEMAN-POUGATH et al, Hachette: Paris

Click or tap here to enter text.

Supplementary Readings/Resources:

Websites : RFI.fr ; Tv5.fr;

YouTube videos

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:

Course work (4 quizzes)	30%
Mid-Term Examination	30%
Final Examination	30%
Attendance	5%
Participation	<u>5%</u>
Total	100%

Course Requirements:

- (i) Students are expected to attend all classes unless there is a valid excuse for absence.
- (ii) Since this is a language course participation in activities, exercises and discussions is expected.
- (iii) Students are expected to be prepared for class by completing homework and assigned readings.
- (iv) Students are expected to listen carefully to instructions given and to seek clarification from the instructor if these instructions are not clear.
- (v) Respect for differing opinions is expected.

Course Schedule:

Click or tap here to enter text.

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 Link to Playlist (Saying Hello in different languages) Saying Hello in Different Languages
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> Recap: https://youtu.be/P6WkDmZ0rCc (Alter Égo A1 Dossier 0 Leçon 1) On-line Games using the Alphabet Practice your French alphabet

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	Accents and symbols in French	<p><i>Exercices de discrimination</i> (Activities that engage the learner to differentiate the various sounds produced by the various accents)</p> <p>French accents - part 1 (French Essentials Lesson 17) French accents - part 2 (French Essentials Lesson 18) French accents - part 3 (French Essentials Lesson 19)</p>
4	Greetings and Farewells (Formal and Informal)	<p>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</p> <p>Apprendre à Saluer et à se présenter En Français Alter Ego 1 - Dossier 1</p>
5	Nationalities and Professions <i>« Salutations à la française »</i>	<p>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.</p> <p>Lecturer introduces the notion of “tu” / “vous” and reviews the video with students.</p> <p>Role play: Students role play a TV Presenter introducing various guests on the Programme.</p> <p>Alter Ego 1 - Dossier 1 Dire sa nationalité en français</p>
6	<i>Présentations en français: se présenter et parler de son métier</i>	<p>Students look at recording of TV 5 Presenter Meeting and Greeting various Guests on his programme.</p> <p>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></p>

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*.

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: <i>L'arbre généalogique</i> Numbers 1 -100	Students are introduced to the vocabulary that describes the various family relationships (cf Doc: Evolution of the French family) 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 French numbers 1-100 (Learn French With Alexa) Apprendre à présenter sa famille En Français donner l'age French for Beginners: Lesson 7.3 - how to say your age - Learn & Speak French French Telephone Numbers Part 1
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 The French Days of the Week (French Essentials Lesson 4) The French Months of the Year (French Essentials Lesson 5)
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 What Time Is It? - part 1 (French Essentials Lesson 15)
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

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*.

		Quel temps fait il? - Alain Le Lait quel temps fait il
13	Making an appointment	<p>Role- play Calling an office to make an appointment: using vocabulary/expressions previously learnt to successfully do this.</p> <p>How to Make Phone Calls in French: Phrases and Etiquette Claude François "Le téléphone pleure" Archive INA</p>
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%

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Week	Type of quiz	Weighting
14	Quiz 4 Reading Content will include topics and vocabulary previously discussed in Class.	7.5%
15	Mid-Term Examination	

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

Examination Attendance

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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”

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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 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:

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Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: FREN 102: Introductory French 2
Number of Credits: 3
Days and Times: Tuesdays and Thursdays 11:30 am – 12:45 pm
Semester and Year: Fall 2021
Classroom Location: SAH – Middle Room and Online/Zoom
Pre-requisite(s): FREN 101 or equivalent

Course Lecturer Name(s): Mae Patterson
Course Director Name: N/A

Course Lecturer(s) Contact Information: mapatterson@sgu.edu 1-473-456-4208 Cellphone
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: To be announced
Course Director Office Location: N/A

Course Support: Ms. Nichole Phillip, nphilli2@sgu.edu, +1 473 444 4175 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:

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:

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 = 64.4% or less

Course Materials:

Text: Café Crème Book 1, KANEMAN-POUGATH et al, Hachette: Paris

Supplementary Readings/Resources:

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

Websites : RFI.fr ; Tv5.fr;

YouTube videos, online recordings

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Course Grading Requirement:

Course work (4 quizzes)	20%
Mid-Term Examination	30%
Final Examination	30%
Attendance	10%
Participation	<u>10%</u>
Total	100%

Course Requirements:

- (i) Students are expected to attend all classes unless there is a valid excuse for absence.
- (ii) Since this is a language course participation in activities, exercises and discussions is expected.
- (iii) Students are expected to be prepared for class by completing homework and assigned readings
- (iv) Students are expected to listen carefully to instructions given and to seek clarification from the instructor if these instructions are not clear
- (v) Respect for differing opinions is expected

Course Schedule:

Click or tap here to enter text.

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 send 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.

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		Some idiomatic expressions in French and in English using parts of the body.
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	Quiz 2	<i>Completing on-line questionnaire (cf Assessment plan below).</i>
8	Mid-Term	
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>

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10	<p>“Don’t make me over!” Dionne Warwick</p> <p>Making recommendations to a client in a make-over session</p> <p><i>T’en va pas comme ça !</i> Nancy Holloway</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>
12	<p>“All my bags are packed, I’m ready to go...” Going on a vacation <i>cf</i> YouTube video: <i>Voyage Voyage</i> by Desireless</p>	<p>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 .</p>
13	<p>“I prefer places off the beaten track!” Describing holiday spots</p>	<p>Students read various online tourist “brochures” in French and select the places that they would like to go and why.</p>
14	<p>Quiz 4</p>	<p><i>Listening (cf Assessment Plan below).</i></p>
15	<p>Final Exam</p>	

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Assessment Plan

Week	Type of Quiz	Weighting
4	Quiz 1 (Role play) Speaking Rubric will be posted	5%
7	Quiz 2 (Online questionnaire) Writing Content: Vocabulary and expressions pertaining to parts of the body and sporting activities	5%
8	Mid-Term Exam 30%	
11	Quiz 3 Listening and Writing <ul style="list-style-type: none"> - Responding to questions on an online audio clip based on a Fashion makeover - Completing a Questionnaire based on Shopping 	5%
Week	Type of quiz	Weighting
14	Quiz 4 Listening Listening and responding to recordings in an airport and/train station	5%
15	Final Examination 30%	

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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 2021

Classroom Location: Hybrid: Online and In-Person

Pre-requisite(s): None

Course Lecturer Name(s): Ms. Krystal Da Breo

Course Director Name: N/A

Course Lecturer(s) Contact Information: kdabreo1@sgu.edu

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays – Fridays: By Appointment

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: East Wing, First Floor, Caribbean House

Course Director Office Location: N/A

Course Support: Ms. 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:

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.
3. Describe avenues for active participation in the life of the University and surrounding communities, and their value to all-round student development.

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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:

1. Effective communication of information by extracting and constructing meanings through analysis and critical thinking.
2. Effective application of perspectives to an ethical question and demonstrated ability to consider full implications of the application in the decision making process.
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: N/A

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

Course Grading Requirement:

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 Requirements:

Assignments/Activities:	20%
Met appointment with DES L-Strategists:	20%
Attendance:	60%
Total:	100%

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Course Schedule:*NB: This schedule is subject to change.*

Week: Date	Session	Topic
Week 1: Aug. 16 th & 18 th	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
Week 2: Aug. 23 rd & 25 th	Academic Preparation 101	<ul style="list-style-type: none"> • Time management; learning styles; note taking, etc.
		<ul style="list-style-type: none"> • Developing Help-Seeking Skills
Week 3: Aug. 30 th & Sept. 1 st	Guidelines to Writing a research paper	<ul style="list-style-type: none"> • Using the Library Databases
		<ul style="list-style-type: none"> • APA & Avoiding Plagiarism
Week 4: Sept. 6 th & 8 th	Professionalism in the academic environment – Part 1 Becoming a responsible academic citizen	<ul style="list-style-type: none"> • Professional behavior <ul style="list-style-type: none"> ○ Responding to emails ○ Teamwork/group learning ○ Punctuality ○ Cell phones for mobile learning ○ Writing to Professors (respecting boundaries) • Improving Critical – thinking skills.
Week 5: Sept. 13 th & 15 th	Professionalism in the academic environment – Part 2	<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
Week 6: Sept. 20 th & 22 nd	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
Week 7: Sept. 27 th & 29 th	Preparing for exams cont'd	<ul style="list-style-type: none"> • Examination policies • How to fill out Akindi forms • Using Examsoft/Examplify • The importance of completing Course Evaluations

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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,

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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.

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 **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: GENL 302: Community Service
Number of Credits: 2
Days and Times: Field Work
Semester and Year: Fall 2021
Classroom Location: n/a
Pre-requisite(s): n/a

Course Lecturer Name(s): Dr. Wendy Crawford
Course Director Name: Ms. Dionne Gittens

Course Lecturer(s) Contact Information: wcrawford@sgu.edu; ext. 3152
Course Director Contact Information: dgittens@sgu.edu; ext. 3104

Course Lecturer(s) Office Hours: By appointments
Course Director Office Hours: [Click or tap here to enter text.](#)

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

Course Support: Nichole Phillip; nphilli2@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:

Community service is intended to help with the orientation of the student in the community, and the application of some of the educational and life skills learnt by the student to a particular community setting. It also provides an opportunity for the student, whether as an individual or member of a group, to develop leadership skills, initiative and a sense of individual and collective responsibility. Of paramount importance is helping the student to appreciate his/her place in the community, and fostering a spirit of giving to the community in which the student is pursuing his or her formal education.

Course Objectives:

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1. To introduce students to the concept of volunteerism
2. To assist students in developing skills that will help them to become future community leaders
3. To help the students in developing a sense of social responsibility

Student Learning Outcomes:

1. To acquire a Culture of Volunteerism
2. To acquire practical work experiences
3. To acquire leadership skills

Program Outcomes Met By This Course:

PO.1 – To acquire service learning methods and 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:

The student is required to offer a minimum of 30 hours of service in GENL 302 or/and GENL 303 (GENL 303 is optional). Service must be done over one semester.

Text: n/a

Supplementary Readings/Resources: n/a

Course Grading Requirement:

Because there is a credit value attached to this course, and grades are awarded, the work of the students must be assessed. Assessment will take the following form:

A proposal is to be prepared by the student at the beginning of the semester. The proposal shall contain the following:

1. Title page containing your name, course prefix, course title, and date of submission.
2. Objectives of your Service i.e. what it is you intend to accomplish at the institution you have chosen.
3. Institution at which the student is performing his/her Service with the name and contact details of the supervisor or person overseeing you during your Service.

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4. Justification for the choice of institution and type of Service.
5. What you would hope to gain from the experience of community service.
6. Your proposal should be well written with cover page.

Please note: A comprehensive report must be submitted at the end of the semester.

In addition to the above requirements, students are expected to keep an updated journal/time log of activities completed whilst undertaking their respective service. At the end of the 30-hour community service requirement, this journal must be signed and verified by the person supervising the student and then turned in to the course director.

An example of a journal would be;

DATE	ACTIVITY	TOTAL TIME	SIGNED/supervisor
30/Oct/2021	Prepared reading plan for pre-school	1 hour	<i>J. Doe</i>

Grade Scheme

Proposal	10%
Supervisor's Evaluation of student's performance	40%
Students Reports (includes):	
❖ Students' written Mid-Term report	10%
❖ Students' Final Report, with photos and other materials can also be submitted that will demonstrate your work	20%
❖ Accurate and completed time-log with hours and activities signed by supervisor must be handed in	20%

Duration:

The student is required to offer a minimum of 30 hours of service in GENL 302. Service MUST be done over one semester.

Course Requirements:

The student is expected to identify an organization or two with which she/he intends to work, and negotiate the terms of his/her attachment. In the event that the organization is agreeable, the student will furnish the course director with a document identifying the organization, the contact person, and a statement of the objectives the student intends to accomplish. The student then proceeds, as long as formal permission is obtained (the course director communicated with the organization to confirm acceptance of the students) to work with the organization, preparing weekly reports for the course director. The student is expected to keep a log of arrival and departure time, activities and task accomplished. Mid-way through the service, the student will prepare a mid-way report for the Course Director. The course director will also ask the contact person(s) for a mid-way report of the progress of the student. The Director may visit volunteer sites unannounced to witness the activities of the volunteer. At the end of the service the student will be expected to write a report describing the value of the exercise. The student's contact person at the organization will also be asked to complete a prepared assessment

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report/form. Students who completed GENL 302 may elect to undertake GENL 303 by continuing the services undertaken in GENL 302 or he/she can find a new site/service.

Course Schedule:

The student is required to offer a minimum of 30 hours of service in GENL 302. Service MUST be done over one semester.

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:

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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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.

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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: Foundation Math 001
Number of Credits: 0
Days and Times: Tuesdays and Thursdays 8:30am – 9:45am
Semester and Year: Fall 2021
Classroom Location: Online/ SGH S Dorm 1
Pre-requisite(s): None

Course Lecturer Name(s): Cindy-Ann Alexander
Course Director Name: Dr. Senthilkumar Somasundaram

Course Lecturer(s) Contact Information: calexander@sgu.edu
Course Director Contact Information: (473- 439-2000 ext. 3311

Course Lecturer(s) Office Hours: Wednesdays 1:00 PM – 2:00 PM AST, by appointment only
Course Director Office Hours: By Appointments
Course Lecturer(s) Office Location: Founders' Library, Room E219
Course Director Office Location: Leeward Hall, Top 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:

The main focus of this course is to 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. 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.

Course Objectives:

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This course seeks to accomplish the following goals:

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

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, 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:

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: 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:

CourseWork	AllocatedMark
Class Participation/Attendance	10%
Pop Quizzes (6)	10%
In-Class Quizzes (2)	20%
Takehome Quizzes(averageof2)	10%
Mid-Term Exam	25%
Final Exam	25%

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Total

100%

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, 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:

Week 1

- **Course introduction, use of the calculator, number theory**

Week 2

- **Computation: Whole numbers, fractions, prime factorizations and word problems.**

Week 3

- **Computation: Decimals, percents, word problems, significant figures, standard notation, and round-off techniques of numbers.**

Week 4

- **Consumer Arithmetic: Identify and compute cost price, selling price, profit, loss and commission.**

Take Home Assessment I – out Tuesday

Week 5

- **Consumer Arithmetic: Calculations of ratios, simple interest problems.**

Take Home Assessment I – in Tuesday

Week 6

- **Set theory: Identification of set notations and computation of set theory problems.**

Take Home Assessment I – returned Tuesday

Quiz I – in class Tuesday

Week 7

-

Return Quiz I – Thursday and reviewed

Week 8

- **Mid-term Exam week**

Week 9

- **Algebra introduction: Using symbols to represent numbers**

Week 10

- **Substituting numeral for symbols in algebraic expressions**

Week 11

- **Addition, subtraction, multiplication and division of algebraic terms**

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Factorization (HCF, Grouping)

Week 12

- Addition, subtraction of algebraic fractions

Take Home Exam 2 – Given out (Tuesday)

- Multiplication, division of algebraic fractions
- Simplifying algebraic expressions

Week 13

- Solving linear equations and inequalities for one unknown.

Take Home Exam 2 – Handed in for correction

Take Home Exam 2 – Returned and reviewed

Week 14 –

- In Class Exam 2 (Tuesday)
- Solving two linear equations simultaneously

Week 15 –

- 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

Week 16 –

- Final Exam week

POLICY INFORMATION

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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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“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 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.

Policy/Procedure Related to the Department:

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Click or tap here to enter text.

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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: MATH120 College Mathematics
Number of Credits: 3
Days and Times: Tuesdays & Thursdays 8:30am – 9:45 am
Semester and Year: Fall 2021
Classroom Location: Online/WH B1B
Pre-requisite(s): Placement test or MATH001

Course Lecturer Name(s): Sally-Ann Clement
Course Director Name: Dr. Senthilkumar Somasundaram

Course Lecturer(s) Contact Information: sclement@sgu.edu
Course Director Contact Information: (473) 444-4175 Ext. 3311

Course Lecturer(s) Office Hours: Every Wednesday at 7pm & by appointment request
Course Director Office Hours: N/A
Course Lecturer(s) Office Location: Founders Library East Wing
Course Director Office Location: Leeward Hall, Top 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 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.

Student Learning Outcomes:

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

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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:

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, 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%
In Class Quizzes	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, Integers,

Computation: Order Of Arithmetic Operations, BOMDAS/BODMAS

Rational and Irrational numbers (Surds)

Week 2

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- Irrational numbers (Surds)
Arithmetic Progression

Week 3

Arithmetic Progression, Geometric Progression

Week 4

**Linear Equations: Calculate the gradient, x and y Intercepts of Linear Equations.
Sketch Linear Equations Using Intercepts of the Linear Equations
Applications of Linear Equations, Ratio, Proportion & Variation**

Week 5

**Relations, Functions and Graphs
Solve Inequalities (One Variable)
Take Home 1 (Tuesday)**

Week 6

**Return Take Home 1 (Tuesday)
Factorize Quadratic Trinomials,
Solve Quadratic Equations (Use of Quadratic Formula)
Simplify functions, Find the inverse of a function.**

In- Class Quiz 1 (Thursday)

Week 7 –

Return In-Class Quiz 1 (Tuesday)
• 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**

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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

Take Home 2 (Tuesday)

- Exponential and logarithmic functions and equations

Simplify Logarithmic expressions (Without the use of a calculator)

Solve simple Logarithmic equations

Week 14 –

Return Take Home 2 (Tuesday)

- Vectors

Calculate the Length of a vector

Identify Orthogonal Vectors

Calculate the Dot (Scalar) Product of two Vectors.

In-Class Quiz 2 (Thursday)

Week 15 –

Return In-Class Quiz 2 (Tuesday)

- Introduction to Statistics;

Mean, Mode and Median of ungrouped data; Basics of Normal Distribution

Review

Week 16 –

- Final Examination

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 nottolerated” (p. 48).

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

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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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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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: Math 131 Math for Physical Sciences
Number of Credits: 3
Days and Times: Tuesdays 10 am – 11.15 am or 7 pm – 8.15 pm
Semester and Year: Fall 2021
Classroom Location: Online/ FA 2
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr Winthrop Wiltshire
Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: 1 473 444 4175 EXT. 3820
Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Mondays 11.30 am - 12.30 pm and 2 pm - 4 pm, Tuesdays 11.30 am -12.30 pm, Wednesdays 10 am -12pm and 1.30 pm – 2.30 pm, Thursdays, 11.30 am – 12.30 am

Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Second Floor, Caribbean House
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 provides biology majors and pre-med students with the mathematical tools to able them to cope with the basic mathematical concepts encountered in their physics and chemistry courses. The course explores topics such as: Exponents, Logarithms, Scientific notation, Measurement and Dimensional Analysis, Significant Figures, Ratios and Proportions, Algebraic Expressions, Linear and Simultaneous Equations and their graphical representations, Changing the subject of the formula, Quadratic Equations, Geometry of triangles, circles and other geometric figures, Basic Trigonometry, Vectors and Scalars, Introduction to Statistics.

Course Objectives:

Students with ability to:

1.0 Demonstrate knowledge of the rules governing exponents;

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- 2.0 Convert a logarithm to an exponent and an exponent to a logarithm
- 3.0 Apply knowledge of logarithms and exponents to solve pH problems in chemistry;
- 4.0 Convert one unit of measurement to another;
- 5.0 Demonstrate proper use of significant figures;
- 6.0 Make calculations involving ratios and proportions;
- 7.0 Balance chemical equations based on understanding of ratios and proportions;
- 8.0 Simplify algebraic expressions;
- 9.0 Solve linear and simultaneous equations;
- 10.0 Factorize quadratic expressions and solve quadratic equations;
- 11.0 Change the subject of an algebraic formula;
- 12.0 Perform calculations in geometry;
- 13.0 Solve problems in trigonometry involving sine, cosine and tangent;
- 14. Distinguish between vectors and scalars and perform calculations involving vectors;
- 15.0 Determine the mean, median, mode and standard deviation in any data set.

Student Learning Outcomes:

Students expected to be able to:

- 1.0 Demonstrate knowledge of the rules governing Exponents: The Product rule, the Quotient rule, the Power rule, the Negative Exponent rule and the Zero Exponent rule;
- 2.0 Convert an exponent to a logarithm, and a logarithm to an exponent;
- 3.0 Demonstrate ability to use knowledge of exponents and logarithms to solve pH problems in chemistry;
- 4.0 Convert one unit of measurement to another using dimensional analysis;
- 5.0 Demonstrate proper use of significant figures in relation to measured quantities;
- 6.0 Make calculations involving ratios and proportions;
- 7.0 Use knowledge of ratios and proportions to make quantitative deductions from balanced chemical equations;
- 8.0 Simplify algebraic expressions;
- 9.0 Solve linear and simultaneous equations;
- 10.0 Factorize quadratic expressions and solve quadratic equations;
- 11.0 Change the subject of any given formula;
- 12.0 Perform calculations in Geometry involving circles, triangles and other geometric figures;
- 13.0 Solve trigonometric problems involving sine, cosine and tangent;
- 14.0 Differentiate vectors from scalars and perform calculations involving vectors;
- 15.0 Determine mean, median, mode and standard deviation of any data set.

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 = 64.4% or less

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Course Materials:

Text: Thinking Mathematically by Robert Blitzer

Supplementary Readings/Resources: Khan Academy

Course Grading Requirement:

Click or tap here to enter text.

Five quizzes worth 25 per cent of the course grade, a midterm exam worth 35 percent of the course grade, and a final exam worth 40 percent of the course grade.

Course Requirements:

N/A

Course Schedule:

Week 1	August 17	Introduction to Math 131. Units of Measurement, Significant Figures, Conversion of Units, Dimensional Analysis
Week 2	August 24	Measurement (continued)
Week 3	August 31	Exponents and Logarithms
Week 4	September 7	Quiz 1. Ratios and Proportions
Week 5	September 14	Algebraic Expressions, Linear and Simultaneous Algebraic Equations
Week 6	September 21	Changing the subject of the formula
Week 7	September 28	Quiz 2. Factorization
Week 8	OCT 4 - 8	MIDTERM EXAMS
Week 9	Oct 12	Quadratic Equations
Week 10	Oct 19	Quiz 3. Geometry
Week 11	Oct. 26	Geometry (continued)
Week 12	Nov 2	Quiz 4. Trigonometry
Week 13	Nov 9	Trigonometry (continued)
Week 14	Nov 16	Quiz 5. Vectors
Week 15	Nov 23	Introduction to Statistics
Week 16	Nov 29 – Dec 3	FINAL EXAMS

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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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“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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

N/A

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.

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 the rules and procedures outlined in the SGU SAS student handbook.

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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: MATH207 Calculus II
Number of Credits: 3
Days and Times: Tue & Thurs 1pm - 2:15pm
Semester and Year: Fall 2021
Classroom Location: Face to Face and online
Pre-requisite(s): MATH200

Course Lecturer Name(s): Ruth Dottin
Course Director Name: N/A

Course Lecturer(s) Contact Information: rdottin@sgu.edu
Course Director Contact Information: 403-3989

Course Lecturer(s) Office Hours: Zoom meeting, Tue., Thu. 10:30am – 11:30am
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Zoom meeting
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 give an introduction to calculus in it's multivariable sense and as well introduces students to the nature of mathematical modelling through differential equations. The course would give an indepth study of differential and integral techniques which would prepare students for mathematical modelling though differential equations. The course would also highlight the applications of calculus.

Objectives and Learning Outcomes:

By the end of this course, the students should be able to:

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1. Use the Intermediate Value Theorem to determine the existence of a root within a closed interval.
2. Approximate roots and zeros to functions using the Newton Raphson's Method.
3. Implicit differentiation.
4. Introduction to Partial derivatives. Maximum and minimum with several variables.
5. Integration by parts, integration by recognition.
6. Integration of trigonometric functions. Integration of inverse trigonometric functions.
7. Integration of logarithmic and exponential functions.
8. Introducing partial fractions. Integration using partial fractions.
9. Application of calculus (Power series).
10. Solve ordinary differential equations using Euler's method and to examine the solutions through direction field analysis.
11. Solve linear differential equations of the first order by separating variables and using the integrating factor.
12. Solve second order linear homogenous and non-homogenous differential equations by applying techniques that examines the nature of roots.
13. Find the general and particular solutions of first and second order differential equations.
14. Use directional field analysis to sketch orbits of solutions. This would be enhanced with a software application.
15. Solve simple partial differential equations.

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: Lecture notes, William L. Briggs, Lyle Cochran, Bernard Gillett: Calculus (3d Edition), Pearson, 2019
 C. Henry Edwards, David E Penney: Elementary Differential Equations with Boundary value Problems, Pearson New International Edition.

Supplementary Readings/Resources: S.K. Chung: Understanding Basic Calculus; web resources

Course Grading Requirement:

Midterm exam	25%
Final exam	35%
Home assignments	20% (Best of 4 out of 5 considered)
Quizzes	20% (Best of 8 out of 9 considered)

Course Requirements:

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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 Review of Calculus 1- Product Rule, quotient Rule, chain Rule, parametric differentiation.

Week 2 Newton Raphson's method. Implicit differentiation and Partial derivatives.

Quiz 1

Week 3 Maxima and Minima of multivariable functions. Integration by parts.

Assignment 1 Quiz 2

Week 4 Integration of exponentials and logarithmic functions. Integration by recognition.

Quiz 3

Week 5 Partial Fractions. Integration using partial fractions.

Week 6 . Applications of calculus and Power Series

Assignment 2 Quiz 4

Week 7 Rehearsing for Midterm Examinations.

Week 8 Midterm Exams

Week 9 Introduction to mathematical modeling using differential equations.

Applying Euler's Method. Direction Field analysis.

Assignment 3 Quiz 5

Week 10 Introduction of differential Equations and differential Equations of the first order.

Quiz 6

Week 11 Differential equations of the second order.

Assignment 4 Quiz 7

Week 12 Homogenous and non-homogenous differential equations.

Assignment 5 Quiz 8

Week 13 Systems of differential equations.

Quiz 9

Week 14 Introduction to partial differential equations.

Week 15 Revision.

Week 16 Final Exam

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

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Policy/Procedure Related to the Department:

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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title:MATH220 Statistics

Number of Credits:3

Days and Times:Tue/Thur 1:00pm - 2:15pm

Semester and Year:Fall 2021

Classroom Location: Online/F A 2 / Zoom meeting

Pre-requisite(s): MATH120

Course Lecturer Name(s): Dr. Curlan Gilchrist

Course Director Name: N/A

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3755 cgilchrist@sgu.edu

Course Director Contact Information:

Course Lecturer(s) Office Hours: Mon, 10:00am –11:00 am

Course Director Office Hours:N/A

Course Lecturer(s) Office Location: Caribbean House/Zoom meeting

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 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;
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

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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
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:

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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	20%
Labs	15%
Class participation and attendance	5%

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 & 2 –

- **Introduction to Course**
- **Measures of central tendency (mean, mode, median, trimmed mean, weighted mean, harmonic mean, geometric mean)**
- **Frequency distribution (grouped or ungrouped data)**
- **Measures of variation (range, standard deviation, empirical rule, coefficient of variation,**
- **Measures of relative standing (z score, quartiles, percentiles)**

Week 3 –

- **Charts, Graphs (histogram, bar chart, pie chart, dot plot, stem-and-leaf-plot, scatter plot, time-series graph,**

Week 4 –

- **Probability and Probability Distribution Fundamentals**
- **Addition rule (mutually exclusive)**
- **Multiplication rule (independence, conditional)**

Week 5 –

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- **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**
- **Contingency Tables**
- **Test of independence**

Week 14 –

- **Contingency Tables**
- **Test of independence**

Week 15 –

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- **Review**

Week 16 –

- **Final Examination**

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

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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:

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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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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, 8:30 am – 9:45 pm
Semester and Year: Fall 2021
Classroom Location: Blended – Marine Station/Online
Pre-requisite(s): n/a

Course Lecturer Name(s): Paula Spiniello
Course Director Name: Clare Morrall

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

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

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

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 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:

1. Gain a detailed understanding of the physical and chemical properties of water and seawater.
2. Understand major ocean currents.
3. Learn how upwelling and downwelling occurs.
4. Understand ocean waves from formation to destruction on shorelines.
5. Understand the basics of how ocean tides form and behave on planet Earth.
6. Learn about deep ocean environments.

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Student Learning Outcomes:

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

Program Outcomes Met By This Course:

Marine, Wildlife and Conservation Biology Program Outcomes Met by This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the geochemical and physical components of the ocean and use this knowledge to understand major oceanographic processes.

MWC-PLO2. APPLICABILITY: Analyze the effect of anthropogenic impacts on key global oceanographic features.

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 = 64.4% or less

Course Materials:

Text: Trujillo, A.P. and P. Harlow. 2014. Essentials of Oceanography. 11th edition. Pearson publisher. 621 p. (GC11.2 T49 2014).

Supplementary Readings/Resources:

Webb, Paul. 2018. Introduction to Oceanography. Download this book for free at

<http://rwu.pressbooks.pub/webboceanography>

Thomas D. and D.G. Bowers 2012. Introducing Oceanography. Dunedin Academic Press.

Nybakken. Marine Biology. 2004. Marine Biology- an ecological approach'. (QH N9 2004).

Castro and Huber. Marine Biology. 2008. (QH 91 C37 2008).

Course Grading Requirement:

Exams (60% of grade): This course consists of two (2) exams. Exam questions will come from the class lectures and discussion, and oral presentations. *Note: Exams may consist of multiple choice, true or false, short answer, matching, and/or fill-in-the-blank questions.*

Quizzes (10%): The course's grading includes also two (2) quizzes. Quiz 1 will be scheduled for week 4 and quiz 2 for week 12. Quiz questions will come from class lectures and discussions.

Individual Assignment (20% of grade): Students individually will write a report on the geological, hydrological, economic and environmental aspects on a given oceanic region. The report should be approximately four pages in length and include at least 5 scientific literature citations that are distinct from class material.

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Group Oral Presentation (10% of grade): This work will be done in groups of two students. As a group you will select a recent ocean science story from the local, regional or international media. Each group will prepare and deliver a 10 minutes presentation to the class.

Midterm Exam: 30%
 Final Exam 30%
 Two (2) quizzes 10% (5% each)
 One (1) individual assignment: 20%
 One (1) group oral presentation: 10%

Course Requirements:

n/a

Course Schedule:

See below

MBIO 205: 2021 Fall Schedule <i>Note: Schedule is subject to change</i>			
Week		T: Lecture 1	Th: Lecture 2
16-20 Aug	01	Introductions, Syllabus Review, Presentation Guidelines. Earth as an Ocean world.	Story of Oceanography. Contemporary Oceanography and Modern Technology.
23-27 Aug	02	Plate Tectonic 1	Plate Tectonic 2
30 Aug – 3 Sep	03	The Ocean Floor	Marine Sediments
6-10 Sep	04	QUIZ 1 Students Presentations	Students Presentations
13-17 Sep	05	Physical and Chemical Properties of Water	Dissolved Gasses, Light and Temperature in Seawater
20-24 Sep	06	Atmospheric Circulation 1	Atmospheric Circulation 2
27 Sep – 1 Oct	07	Ocean Circulation 1	Ocean Circulation 2
4-8 Oct	08	Mid Term Exam (most likely)	Mid Term Week (no class)
11-15 Oct	09	Waves	Tides
18-22 Oct	10	Coastal Processes and Features	Estuaries
25-29 Oct	11	Classification of Marine Organisms. Marine Biodiversity	Marine Primary Producers. Environmental Factors Influencing the Success of Marine Biota.
1-5 Nov	12	QUIZ 2 Student Presentations	Student Presentations
8-12 Nov	13	Marine Pelagic Communities	Shallow Benthic Marine Communities. Deep Sea Communities.

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15-19 Nov	14	Marine Resources and Energy	Biological Resources and Fisheries
22-26 Nov	15	Pollutants in the Ocean	Climate Change
29 Nov – 3 Dec	16	Final Exam (most likely)	Final Exams Week (no class)

POLICY INFORMATION

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[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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

- In order 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.

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

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eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations”
(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>).

Assignment Submission Procedure:

Makeup examinations, quizzes or presentations will only be allowed with PRIOR approval from the lecturer. Students unable to attend exams or quizzes or present their topics on the scheduled day must complete an online Medical Excuse form. Medical excuses will be based on self-reporting by students. The individual assignment must be submitted prior to the deadline. There will be a 20% discount on the individual assignment grade for every day of delayed submission.

Classroom/Online Etiquette Procedure:

It is expected that you will:

- Punctually attend all lectures and field trips
- Participate actively in in-class discussions
- Read assigned material
- Monitor your own progress in fulfilling learning objectives
- When you enter on the zoom class, please turn off your camera and your microphone and have it off until you address the class.
- Please keep individual chat to a minimum.

Policy/Procedure Related to the Department:

At the discretion of the Course Director

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: M BIO 207 Caribbean Living Oceans
Number of Credits: 3
Days and Times: Monday & Wednesday 10:00 am to 11:15 am
Semester and Year: Fall 2021
Classroom Location: Blended: Marine Station & remote teaching using Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Dr. Stephen Nimrod
Course Director Name: Dr. 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 & Thur 11:00am -12:00 pm
Course Director Office Hours: Mon & Wed 3:00pm – 5:00pm, Tue & Thur 11:00am -12:00 pm

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 and regional diversity. The course provides students with an appreciation for marine biodiversity by introducing students to a number of marine species that are commonly found in various marine ecosystems in the Caribbean region and wider Atlantic Ocean. Students will study aspects of these organism's biology, ecology, associated habitats and threats to their survival. 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. This course may include short field trips to nearby shores to engage students actively. Students will be introduced to many concepts associated with Marine Biology and Ecology by lectures, and the formal concepts will be supplemented by group lab/class activities, and field work.

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Course Objectives:

1. Describe and integrate of concepts and terminologies associated with marine organisms, ecosystems and environment including benthic, pelagic, planktonic, sessile and sedentary.
2. Examine the diversity of marine organisms and their associated habitats found throughout the Caribbean
3. Describe the biology and ecology of various marine organisms found in the Caribbean.
4. Examine and compare different modes of reproduction exhibited by various marine animals found in the Caribbean.

Student Learning Outcomes:

Please see “Course and Session Learning Outcomes” CLO & SLO document in the Resources folder

Technical Skills Outcomes

1. Use of surgical instruments and necropsy to observe cellular, tissue, organs and other anatomical features of specimen and to prepare illustrative diagrams.

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 = 64.4% or less

Course Materials:

Text: None

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

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- Levinton, J. S. 1995. Marine Biology: Function, Biodiversity and Ecology, Oxford University Press, New York.
- 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
Exam 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	20%
Exam 5	20%
	100%

Course Requirements:

NA

Course Schedule:

MBIO 207 Caribbean Living Oceans Fall 2021 Lecture Schedule					
Week	Lect	Day	Date	Lecture Topic	Labs/Demo
Week 1	1	Mon	16-Aug	Oceans & seas	
	2	Wed	18-Aug	Sand formation	
Week 2	3	Mon	23-Aug	Queen conch	
	4	Wed	25-Aug	Conch Practical	Lab session
Week 3	5	Mon	30-Aug	Spiny Lobster	
	6	Wed	01-Sep	Octopus	
Week 4	7	Mon	06-Sep	Quiz 1	
	8	Wed	08-Sep	Corals	
Week 5	9	Mon	13-Sep	Corals	
	10	Wed	15-Sep	Marine Sponges	
Week 6	11	Mon	20-Sep	Fish Lecture	
	12	Wed	22-Sep	Fish Practical	Lab session
Week 7	13	Mon	27-Sep	Trumpetfish	
	14	Wed	29-Sep	Quiz 2	
Week 8				Mid Term Week	
				Mid Term Week	
Week 9	15	Mon	11-Oct	Seahorse	

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	16	Wed	13-Oct	Parrotfish & other reef fishes	
Week 10	17	Mon	18-Oct	Rays	
	18	Wed	20-Oct	Eels	
Week 11	19	Mon	25-Oct	Holiday	
	20	Wed	27-Oct	Quiz 3	
Week 12	21	Mon	01-Nov	Sessile organisms (Barnacles)	
	22	Wed	03-Nov	Sedentary organisms (sea cucumber)	
Week 13	23	Mon	08-Nov	Sea Urchin	
	24	Wed	10-Nov	Plankton, Algal blooms & Red Tides	
Week 14	25	Mon	15-Nov	Quiz 4	
	26	Wed	17-Nov	Bioluminescence	
Week 15	27	Mon	22-Nov	Hydrothermal vents	
	28	Wed	24-Nov	Hydrothermal vents	
Week 16				Final Examination Week Quiz (5)	
				Final Examination Week	

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Attendance Policy:

Attendance Requirement

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(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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Assignment Submission Procedure:

NA

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Classroom/Online Etiquette Procedure:

NA

Policy/Procedure Related to the Department:

NA

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: MBIO 308 Tropical Marine Ecology
Number of Credits: 3
Days and Times: Monday and Wednesday, 9:00 – 10:15 am
Semester and Year: Fall 2021
Classroom Location: Blended – Marine Station/Online
Pre-requisite(s): MBIO 205 Principles of Ocean Science

Course Lecturer Name(s): Paula Spiniello
Course Director Name: Clare Morrall

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

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

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

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:

A course using a systems based approach to examining shallow tropical marine ecosystems (mangroves, seagrass meadows and coral reefs). This course will provide in-depth coverage of the biology, ecology, distribution and status of these systems. Additionally, we will explore the goods and services they provide and their value as well as the impacts and threats posed to these systems. Policy and management challenges will also be examined. Practical, field-based exposure to these systems will build on the theoretical components of the course.

Course Objectives:

1. To give a thorough coverage of key tropical marine ecosystems, providing in-depth knowledge of the biology, distribution, ecology, composition and status of mangroves, seagrass meadows and coral reefs;

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2. To provide a system-based approach to understanding these ecosystems;
3. To develop an understanding for ecosystem goods, services and valuation;
4. To explore past, current and future management challenges;
5. To examine threats and impacts to these ecosystems;
6. To explore research methods and contemporary research findings;
7. To introduce the nature and composition of the habitats.

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.

Technical Skills Outcomes:

By completion of field trips to mangrove, seagrass and reef habitats and writing up field reports, students will be competent to:

1. Complete a visual assessment of an ecosystem to write a detailed site description
2. Use measuring tape to measure biological and physical parameters.
3. Use pH meter, refractometer and thermometer to determine pH, salinity and water temperature.
4. Use a core sampling device to collect and examine soil samples.
5. Use transect lines to assess community composition (on land and in water).
6. Use quadrats to assess community composition..
7. Collect organic material for wet/ dry weight biomass determination.
8. Assess land based threats to the marine environment.
9. Use a Secchi Disc to determine turbidity.
10. Use field guides to identify species.
11. Interpret and present data.

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

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Course Materials:

Text: Nybakken, J.W. 2004. Marine Biology: an ecological approach. Pearson Publisher. QH 91N92004

Supplementary Readings/Resources: Castro and Huber. 2008. Marine Biology. (QH 91 C37 2008).

Course Grading Requirement:

Evaluation will consist of three field trip reports (each 10%), two quizzes (each 5%), a reading assignment (10%) a Mid Term Exam (25%) and a Final (25%).

Course Requirements:

n/a

Course Schedule:

See below

MBIO 308: 2021 Fall Schedule <i>Note: Schedule is subject to change</i>			
Week		M: Lecture 1	W: Lecture 2
16-20 Aug	01	Introductions, Syllabus Presentation, Course Orientation. Introduction to mangrove and mangal.	Physio-chemical characteristics of mangrove habitat. Inorganic nutrients.
23-27 Aug	02	Mangrove physiological and reproductive adaptations	Mangrove Biogeography and Biodiversity. Mangrove Forms and Zonation.
30 Aug – 3 Sep	03	Mangrove Community: Terrestrial Component	Mangrove Community: Marine Component
6-10 Sep	04	QUIZ 1	Mangrove Carbon Cycle. Mangrove fisheries
13-17 Sep	05	Mangrove Ecological Services and Threats.	Mangrove Field Trip Reading Assignment DUE DATE
20-24 Sep	06	Introduction to Seagrass: Growth and physical structure, photosynthesis and respiration.	Seagrasses and their environment: waves, currents, sediments, salinity and nutrients Mangrove Report DUE DATE
27 Sep – 1 Oct	07	Seagrass associated faun and community structure	Seagrass reproduction and dispersal
4-8 Oct	08	Mid Term Exam (most likely)	Mid Term Week (no class)
11-15 Oct	09	Carbon cycle on seagrass meadows	Mangrove and seagrass connectivity. Fisheries.
18-22 Oct	10	Seagrass environmental services and impacts	Field trip seagrass
25-29 Oct	11	Seagrass practical (laboratory) work	QUIZ 2
1-5 Nov	12	Coral reef introduction, distribution, biogeography. Seagrass report DUE DATE	Reef types and zonation. Reef building coral anatomy and reproduction.

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8-12 Nov	13	Reef associated flora and fauna	Coral reef Field Trip
15-19 Nov	14	Coral reefs and their abiotic environment	Coral reef-algae symbiosis. Physiology of calcification. Coral Bleaching. Coral Reef Report DUE DATE
22-26 Nov	15	Coral Reef Fisheries	Coral Reef impacts, conservation and restoration
29 Nov – 3 Dec	16	Final Exam (most likely)	Final Exams Week (no 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”
<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>.

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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

- In order 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 present quizzes or exams on the scheduled day must complete an online Medical Excuse form. Please also contact the lecturer as soon as possible. Please note that the lecturer and the course director reserve the right to revise all makeup quizzes and examinations to ensure fairness.

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

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eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations”
[\(https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/\)](https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/).

Assignment Submission Procedure:

The reading assignment and field trip report assignments must be submitted prior to the deadline. There will be a 20% discount on the individual assignment grade for every day of delayed submission.

Classroom/Online Etiquette Procedure:

It is expected that you will:

- Punctually attend all lectures and field trips
- Participate actively in in-class discussions
- Read assigned material
- Monitor your own progress in fulfilling learning objectives
- When you enter on the zoom class, please turn off your camera and your microphone and have it off until you address the class.
- Please keep individual chat to a minimum.

Policy/Procedure Related to the Department:

At the discretion of the Course Director

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: MBIO 415 Ichthyology and Fisheries Science
Number of Credits: 4
Days and Times: Tuesday & Thursday 2:30 pm to 3:45 pm, Fridays 1:30 pm to 3:30 pm
Semester and Year: Fall 2021
Classroom Location: Blended: Marine Station & remote teaching using Zoom
Pre-requisite(s): BIOL 220, MBIO 310

Course Lecturer Name(s): Dr. Stephen Nimrod
Course Director Name: Dr. 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 & Thur 11:00am -12:00 pm
Course Director Office Hours: Mon & Wed 3:00pm – 5:00pm, Tue & Thur 11:00am -12:00 pm

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 use students existing knowledge on fish biology, ecosystem functions and interactions to further their understanding of fish biology and the dynamics of fisheries science and management. The course will focus on fish anatomy, morphology, physiology ecology and behaviour. The course provides both a theoretical and practical understanding of fish identification, ecology and sampling. Students will also gain an appreciation for fisheries science in tropical waters with an emphasis on the biology of managed and exploited species. The core elements of the course will include methods used in assessing fish populations, examples of methods of fisheries science and their applications in tropical environments. Examples of the major commercial fisheries managed in the Caribbean will also be discussed. The formal concepts introduced in this class will be supplemented by group lab activities, and field work.

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Course Objectives:

1. Identify basic anatomy of fishes and explain the reason for different structures and explain how anatomy relates to function in fishes.
2. Describe general aspects of fish biology including feeding, digestion, excretion, respiration and reproduction, and explain how they are used to carry out their life cycle.
3. Explain the function of physiological systems such as respiratory, blood circulatory, osmoregulatory and sensory systems in fishes.
4. Identify Caribbean fish species particularly tropical reef fish.

Technical Skills Outcomes:

1. Use of surgical instruments and necropsy to observe cellular, tissue, organs and other anatomical features of specimen and to prepare illustrative diagrams.
2. Using measuring instruments to characterize morphometric features.
3. Use of dichotomous key and other keys to identify species of organisms.
4. Use of microscope to observe cells, anatomical features and microbial organisms.
5. Use of hypodermic needles to extract blood from fish.
6. Use of belt transects to estimate fish population density.
7. Use of field guides to identify reef fish species.

Student Learning Outcomes:

Please see “Course and Session Learning Outcomes” CLO & SLO 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.

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 = 64.4% or less

Course Materials:

Text:

- Moyle, P. B., & Chech Jr., J. J. (2004) *Fishes: An Introduction to Ichthyology*, 5th edition. Pearson Prentice Hall
- Helfman, G. S., Collette, B. B., Facey, D. E., & Bowen, B. W. (2009). *The diversity of fishes* (2nd ed.). Wiley-Blackwell.

Supplementary Readings/Resources:

- Holyoak, A. R. (2013) *Ichthyology: A Laboratory Manual*
- Humann, P., and Deloach, N. (2014) *Reef Fish Identification; Florida Caribbean Bahamas* 4th edition. New World Publications Inc.

Course Grading Requirement:

Exams (45% of grade) course work (55% of grade): This course consists of **three** 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 1	15%
Exam 2	15%
Exam 3	15%
Reef Fish Categories Report	20%
Fish Survey Report	20%
Laboratory participation	15%
	100%

Course Requirements:

NA

Course Schedule:

Tentative Schedule Fall 2021 Semester

Week	Lecture	Day	Date	Topic
1	1	Tue	17-Aug	Course induction
	2	Thu	19-Aug	Introduction to Ichthyology
	Labs	Fri	20-Aug	Laboratory Orientation
2	3	Tue	24-Aug	External anatomy
	4	Thu	26-Aug	Skeletal system
	Labs	Fri	27-Aug	Meristic traits/Skeletal structure
3	5	Tue	31-Aug	Muscular system
	6	Thu	02-Sep	Locomotion
	Labs	Fri	03-Sep	Skeletal structure
4	7	Tue	07-Sep	Sum up and Review
	8	Thu	09-Sep	Quiz 1

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	Labs	Fri	10-Sep	Muscle comparisons
5	9	Tue	14-Sep	Buoyancy
	10	Thu	16-Sep	Osmoregulation
	Labs	Fri	17-Sep	
6	11	Tue	21-Sep	Blood and its circulation & Respiration
	12	Thu	23-Sep	Feeding digestion & excretion
	Labs	Fri	24-Sep	Blood extraction & gill scrapes
7	13	Tue	28-Sep	Sum up and Review
	14	Thu	30-Sep	Quiz 2
	Labs	Fri	01-Oct	Fish Internal Anatomy
8	Midterm			
	Midterm			
9	15	Tue	12-Oct	Fish ID
	16	Thu	14-Oct	Fish ID
	Labs	Fri	15-Oct	Field work: Fish ID & survey method training
10	17	Tue	19-Oct	Fish ID
	18	Thu	21-Oct	Quiz 3 (Fish ID)
	Labs	Fri	22-Oct	Field work: Size (biomass) estimation
11	19	Tue	26-Oct	Types of reef fish
	20	Thu	28-Oct	Types of reef fish
	Labs	Fri	29-Oct	Field work: data collection
12	21	Tue	02-Nov	Reproduction
	22	Thu	04-Nov	Sensory perception
	Labs	Fri	05-Nov	Field work: data collection
13	23	Tue	09-Nov	
	24	Thu	11-Nov	Fisheries Science
	Labs	Fri	12-Nov	Field work: data collection
14	25	Tue	16-Nov	Fisheries Science
	26	Thu	18-Nov	Fisheries Science
	Labs	Fri	19-Nov	Field work: Fisheries
15	27	Tue	23-Nov	Project work
	28	Thu	25-Nov	Project work
	Labs	Fri	26-Nov	
16	Finals			
	Finals			

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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.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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[\(https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/\)](https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/)

Assignment Submission Procedure:

NA

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Classroom/Online Etiquette Procedure:

NA

Policy/Procedure Related to the Department:

NA

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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: Tuesdays & Thursdays: 11:30am – 12:45 pm; (Lab: Fridays 1:00 – 3:30 pm)
Semester and Year: Fall 2021
Classroom Location: LH - D 1 B / Blended
Pre-requisite(s): BIOL 221: Human Biology, CHEM 122: General Chemistry

Course Lecturer Name(s): Ms. Aví Bahadoor-Yetman, MSc, MPH; Dr. Jane Harrington; Dr. Leon Budrie; Dr. Sue-Ann Williams; Dr. Hisham Elnosh; Ms. Grace Dolphin-Bond
Course Director Name: Ms. Aví Bahadoor-Yetman, MSc, MPH

Course Lecturer(s) Contact Information: Please review the Sakai site for contact information of teaching faculty

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: 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 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,

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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-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-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 = 64.4% 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

Lewis' et al., Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 11th Edition., St. Louis, 2020, Evolve on Elsevier. Course ID: 162851_abahadoor_1002.

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*.

Karin VanMeter & Robert Hubert - Microbiology for the Healthcare Professional, 2nd ed., Evolve on Elsevier (optional)

Karin VanMeter, Robert Hubert, William VanMeter - Microbiology for the Healthcare Professional, 1st ed., Elsevier (optional)

The Textbook is available at the University Bookstore or online for download at Evolve Elsevier or VitalSource.

Microbiology Laboratory Manual for NURS-201

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 Resources folder on Sakai – 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

Group Discussion Forum Posts

Assessment	Points
Quizzes	10 pt each 60
Forum Discussion Posts	10
Lab Assignments (written)	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:	250

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 checked 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 and lack of participation may affect their academic status. Unprofessionalism and misconduct may result in penalties and point deductions.

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Papers and presentations are expected to be your original work, with appropriate credit given to the sources used as references. Turnitin will be used to assess all submitted reports. Points will be deducted for reports with high scores. 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:

NURS 201 MICROBIOLOGY for Nursing Fall 2021

LECTURE SCHEDULE

Tuesday Time: 11:30am – 12:45pm

Thursday Time: 11:30 – 12:45pm

WEEK	TOPIC	DATE	LECTURER
Module 1			
1	Introduction to Microbiology	Aug 17 & 19	Ms. Aví Bahadoor-Yetman
2	Cell Structure & Function	Aug 24 & 26	Ms. Aví Bahadoor-Yetman
3	Genetics & Genomics; Biochemistry; Bacterial Physiology	Aug 31 & Sept 2	Dr. Jane Harrington
	Clicker Quiz 1 (Weeks 1 & 2)		
4	Viruses	Sept 7 & 9	Dr. Leon Budrie
Module 2			
5	Microbial Nutrition & Metabolism	Sept 14 & 16	Dr. Jane Harrington
	Clicker Quiz 2 (Weeks 3 & 4)		
6	Microbial Growth / Growth Control	Sept. 21 & 23	Dr. Jane Harrington
7	Microbial Ecology	Sept 28 & Sept 30	Ms. Aví Bahadoor-Yetman
	Clicker Quiz 3 (Weeks 5 & 6)		
Week 8: Exam Week (Oct 4 – 8)			
Module 3			
9	Food & Industrial Microbiology	Oct 12 & 14	Dr. Sue-Ann Williams
9 / 10 a	Epidemiology	Oct 19 & 21	Ms. Aví Bahadoor-Yetman
10 b / 11	Fundamentals of Immunology	Oct 26 & 28	Dr. Hisham Elnosh
	Clicker Quiz 4 (Weeks 9 & 10 a)		
12	Nosocomial Infections	Nov 2 & 4	Ms. Grace Dolphin-Bond
13 a	Diagnosis of Infectious Disease	Nov 9	Ms. Grace Dolphin-Bond
	Clicker Quiz 5 (Weeks 10 b, 11, 12)		
13 b	Pathogenesis of Infectious Disease	Nov 11	Ms. Aví Bahadoor-Yetman
14	Infectious Disease (Bacterial, Viral, fungal)	Nov 16 & 18	Dr. Leon Budrie
15	Infectious Disease (Parasitic)	Nov 23 & 25	Dr. Leon Budrie
	Clicker Quiz 6 (Weeks 13 b, 14, 15)		
Week 16: Exam Week (Nov 29 – Dec 3)			

LAB SCHEDULE – Fall 2021

Tentative time: Friday 1:00-3:00pm

Location: Science Lab, Science Building / online

WEEK	DATE	Lab Exercise
1	Aug 20	<i>First week of classes – No lab</i>
2	Aug 27	Lab 1 - Laboratory safety Aseptic techniques in transferring bacteria Colony description Care and use of the microscope

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		Microscopic observation of bacteria Preparation of streak-plates Diagram of isolation-streak
3	Sept 3	Lab 2 - Isolation of bacteria from Air and Fomites Preparing a bacterial smear Gram stain Epidemiology: (outbreak lab)
4	Sept 10	Lab 3 - ABO and RH blood typing instructions Differential counts of white blood cells
5	Sept 17	Lab Knowledge Quiz 1 Lab 4 - Performance of aseptic transfers and isolation streaks Effectiveness of selected antiseptics and disinfectants Inoculation of a lawn Effectiveness of selected antibiotics against selected bacteria
6	Sept 24	Lab 5 – Urine Culture
7	Oct 1	Lab Practical Assignment - 1
8		<i>Exam Week</i>
9	Oct 8	Lab 6 - Specimen collection and processing; skin, throat, nasopharyngeal and anterior nares Medically important Gram-positive cocci; <i>Staphylococci</i> and <i>Streptococci</i>
10	Oct 15	Lab Practical Assignment – 2 Lab 7 – Identification of Gram-positive cocci
11	Oct 22	Lab 8 – Characteristics of selected Gram-negative bacilli and their use in identification
12	Oct 29	Lab Knowledge Quiz 2 Lab 9 - Gram-negative bacteria continued, Demonstration of API
13	Nov 5	Lab Practical Assignment – 3 Lab 10 – Identification of Gram-negative and Gram positive bacilli
14	Nov 12	Lab 10 – continued
15	Nov 26	Unknown Lab Report due!!!
16		<i>Exam Week</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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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.

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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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

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 at discretion of the lecturer for any

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late assignments submitted or may result in full penalty of points. 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

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.

“Learning is not attained by chance; it must be sought with ardor and attended to with diligence.” Abigail Adams (1780).

Discussion Forums Posts:

Each group will be required to complete a pre-lecture post after review of reading material, recordings, articles and submit a post **before** the live-lecture post of 250 – 300 words in response to the question prompt. N.B. – Unless *otherwise* specified, **only** one (1) post is required *per group*. Upon attending the live-lecture or lab session, a final post will be required of 150 – 200 words which may include summarizing a correction to the original group submission, providing a new clarification – e.g. a description of how new knowledge was expanded on the content, or offering new insight that would not have been known prior to attending the lecture session, or something noteworthy identified by another group that you may have learned as a result of their contribution. Posted messages should be significant – to prompt further discussion and expansion on the ideas or themes presented. There are a variety of ways to do this, including (generally in some combination over the course of the week or within a posting):

- Providing concrete examples, which may include reflections from your own experience
- Describing possible consequences or implications that may arise in clinical settings
- Challenging an idea or thought presented from a previous post, to consider an alternate scenario or perspective. For example, what if this scenario occurred, how would the situation be handled or approached?
- Posing a clarifying question to another post
- Suggesting a different perspective or interpretation
- Incorporating related information from other sources – books, articles, websites, other courses, etc.

Your participation score for a given week will be based on the number and quality of messages you post to that week’s discussion. Participation will be evaluated in terms of quality as well as quantity, based on the following scale:

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Criteria Example:

Full Marks (1 point) 100% - Excellent - 2-3 postings distributed throughout the week. Responsiveness to discussion topics and demonstration of knowledge and understanding from assigned readings. Readings were understood and incorporated into discussion as it relates to topic. Two or more responses add significantly to the discussions (e.g. identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence).

Partial Marks (1/2 point) 50% - Fair to Good - 2-3 postings; postings not distributed throughout the week. 1-2 postings; Readings were understood and incorporated into discussion as it relates to topic. At least one posting adds significantly to the discussion.

Minimal Marks Poor (0 point) 0 % - Poor - 1–2 postings; postings not distributed throughout the week. Little or no use made of readings. Postings have questionable relationships to discussion questions and/or readings; they are non-substantive. Postings do little to move discussion forward

- Postings should be evenly distributed during the discussion period. One group post **will be** required *before* lecture and another *after* the end of live-lecture session. Posts entered after 5 pm from class lecture session will **NOT** be graded.
- Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
- Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting, then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- Address the questions as much as possible (Keep to the point and avoid straying).
- Try to use quotes from the articles that support your postings. Practice using APA Referencing as this will help improve scientific writing skills for the course.
- Avoid jargon, slang and colloquial or prose-style writing (proper grammar, vocabulary, language, typing, etc.)

Examples of non-substantive messages

– “*Good idea for assessing whether people know what to do*”.

– “*I have to agree. Having a SME or experienced designer look at the work is of tremendous help. It is so easy to assume things, and leave out steps here and there. It is certainly not as easy as it looks, and I can see where this process makes for a much better learning experience for the participants.*”

These messages do little to prompt conversational dialogue or move discussion forward.

– “*I disagree with your definition of soft technology. Can you please tell me how you came to that conclusion?*”

This message does not expand on his question by saying why he disagrees.

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Excellent examples

– *“I believe that learning is more effective if we allow learners to create their own behavioral objectives. Like Driscoll, I believe that "Learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning." Bearing in mind that we are all products of our own experiences; be it socioeconomic, gender specific, cultural and/or family related, I firmly believe that the learning needs of learners should always be the force which guides the instructional development process and the crafting of meaningful behavioral objectives. Therefore, differentiated instruction is of paramount importance if we are to provide meaningful learning environments, which emulate challenge, variety, creativity and innovation. Consequently, a synergistic blend between Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences must be found if learning is to be truly effective.”*

“I agree with the statement "learning is generally less effective when only the learners create the objectives", However, I would not wish to lump ALL learners into this category, whether they are intellectually gifted or not. I believe that in much instruction the student is an integral part of defining the objective, especially in skills training, or efficiency of operations. If a company has been producing X product in the same manner for an extended time, it is reasonable to believe that new employees have been trained in that "tried and proven" method of production. However, as times and markets change, production techniques must also change. The student (employee) who is being taught the same "old" method would invariably attempt to modify the technique to increase efficiency of the production. If the student is stifled by being held only to the objectives stated in the training, no improvement will be made and the company will ultimately suffer.”

Excellent message because the student is disagreeing and making a contrary argument, based on an evaluation of the idea expressed in a previous message.

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:

All inquiries or concerns will be addressed within the Department of Nursing & Allied Health Sciences according to established guidelines.

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Department of Nursing and Allied Health Sciences

GENERAL COURSE INFORMATION

Course Code and Title: NURS 210: Pathophysiology
Number of Credits: 3
Days and Times: 11am to 12:15pm – Mon, Fri
Semester and Year: Fall 2021
Classroom Location: Online
Pre-requisite(s): All previous courses

Course Lecturer Name(s): Dr. Bhaktavatsalam Peta, Dr. Idowu Sobowale, Dr. Lenny Joy Lim, & Dr. Allister Rechea

Course Director Name: Dr. Allister Rechea

Course Lecturer(s) Contact Information: bpeta@sgu.edu, isobowal@sgu.edu, llim@sgu.edu, arechea@sgu.edu

Course Director Contact Information: arechea@sgu.edu

Course Lecturer(s) Office Hours: Dr. Sobowale 9:00 am to 11:00 am, Mon to Fri; Dr. Peta 10:00 am- 12:00 pm Mon to Fri; Dr. Lim 2:00pm to 4:00pm Mon to Fri

Course Director Office Hours: Dr. Rechea 2:30pm to 4:30pm Mon, Wed, Thur.

Course Lecturer(s) Office Location: 5th Floor, Morris Alpert building

Course Director Office Location: 5th Floor, Morris Alpert building

Course Support: Ms. Rocksann Burris, RBurris01@sgu.edu, ext. 3755; Ms. Grace Narine, email: gnarine@sgu.edu, ext. 3708

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 or the 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. Identify concepts, principles and responses related to pathophysiologic processes that result in disease.
2. Discuss clinical manifestations of selected disease processes and health problems.
3. Identify appropriate pharmacological treatment of specific diseases using the nursing process.
4. Discuss the nurse's role and responsibility for assessment of individuals experiencing health problems that result in 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

Supplementary Readings/Resources: Where appropriate, additional reference materials will be provided during lectures or tutorials. Students will be advised accordingly

Supplementary Readings/Resources: See resources on SAKAI

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Course Grading Requirement:

ASSESSMENT ITEM	MAXIMUM POINTS	PERCENTAGE OF TOTAL GRADE
Midterm Exam	36	24%
Final Exam	48	32%
10 Weekly Quizzes	3*10	20%
2 IMCQ sessions	7.5+7.5	10%
2 Small Group Discussions	7.5+ 7.5	10%
2 Assignments	3 + 3	4%
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:

TEACHING SCHEDULE OF PATHOPHYSIOLOGY OF NURSING FALL 2021

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	
4	Lecture 7. Fluids and electrolytes, Acid and Bases Lecture 8. Fluids and electrolytes, Acid and Bases	
5	Lecture 9. Pulmonary Disorders Small Group Discussion #1 Lecture 10. Pulmonary Disorders	Heart Failure
6	Lecture 11. Pulmonary Disorders Lecture 12. Hematology	
7	Lecture 13. Hematology IMCQ #1	
8	MIDTERM EXAMS	
9	Lecture 14. Gastroenterology and Liver Disease	

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- Lecture 15. Gastroenterology and Liver Disease
- 10 Lecture 16. Endocrinology
Lecture 17. Endocrinology
- 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
Lecture 25. Dermatology
- 15 Lecture 26. Dermatology
IMCQ #2
Lecture 27. Psychiatry
- 16 30th Nov - 4th Dec FINAL EXAMS

POLICY INFORMATION

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Attendance Policy:

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

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Students are required to submit assignments on the topic decided by the course director. The topics will be posted on Sakai 2 weeks before submission. Students must do internet research on these topics and submit their essays in word form in the dropbox 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. Students are not allowed to read the materials from their notes, textbooks, computers, or tablets during small group discussions.

Policy/Procedure Related to the Department:

NA

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Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 214 Practicum II Adult Health with lab
Number of Credits: 3
Days and Times: **Wednesday 7am – 2:30pm (Hospital)**
Tuesday & Thursday 4:30pm – 6:30pm (Sim. lab)
Semester and Year: Fall 2021
Classroom Location: The General Hospital – Male and Female Surgical/Medical wards & Simulation laboratory
Pre-requisite(s): NURS 100 & NURS105 Co-requisite: NURS 300

Course Lecturer Name(s): Jemma Cornwall
Course Director Name: Jemma Cornwall

Course Lecturer(s) Contact Information: 473 444-4175, ext. 3769/ KRobert3@sgu.edu
Course Director Contact Information: 473 444-4175, ext. 3769/ KRobert3@sgu.edu

Course Lecturer(s) Office Hours: TBA
Course Director Office Hours: TBA

Course Lecturer(s) Office Location: Leeward Hall, downstairs
Course Director Office Location: Leeward Hall, downstairs

Course Support: Rocksann Burris, RBurris01@sgu.edu, ext. 3755, 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 designed to develop the student's knowledge and clinical skill in the nursing care of adult perioperative clients, clients with neurological, cardiovascular, respiratory, gastrointestinal, endocrine, lymphatic/immune, integumentary, hematologic, renal problems, and fluid & electrolyte disturbances and medication administration. Practicum II will be built on the knowledge, skills and implementation of the nursing process learned in NURS 105. Students continue to learn professional accountability, communication, ethical/ legal aspects, evidence based practice, working with the health care team.

Course Objectives:

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

1. Employ and build on concepts of nursing including healthcare delivery, critical thinking, ethical decision making, nursing process, health education, health promotion, health assessment learned in practicum I.
2. Use appropriate assessment tools and techniques as the basis for delivering nursing care.
3. Describe 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 client's needs.

Student Learning Outcomes:

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

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. Use appropriate assessment tools and techniques as the basis for delivering nursing care.
3. Describe 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-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

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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 = 64.4% or less

Course Materials:

Text: Text: Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2013). Fundamentals of nursing. Elsevier Health Sciences.

Supplementary Readings/Resources: Lewis, Sharon L., Dirksen, Shannon R., Heitkemper, Margaret M., Bucher, Linda. (2014). Medical-Surgical Nursing: Assessment & Management of Clinical Problems. Elsevier Mosby.

Course Grading Requirement:

Assessment	Total
Clinical Learning Rubric	10
Reflective Evaluation Criteria Rubric	10
Nursing Care Plan	10
Punctuality/Professionalism	5
Quizzes	20
Midterm (Case Scenario/Med Math)	15
End of Term (Case Scenario/Med Math)	30

Assessment Every 4 weeks Reflection Diary: Follow Gibbs outline complete a placement diary to be uploaded. Assessment also included in clinical learning rubric. Every week Students will be assessed via quiz and participation related to the weekly clinical objectives during post conference debrief. Skills Check list TBA Students are to discuss readiness for check off with preceptors and arrange a suitable time. Clinical learning rubric Midterm & finals Students will be assessed every four weeks to receive feedback and discussion for development (Minimum 35 marks each) Clinical learning outcomes Midterm & finals Students will meet a minimum of twice (midterm and end of term) to discuss their clinical performance. (Needs improvement, developing, novice)

Course Requirements:

C or 69.5 – 74.4% minimum passing mark

Course Schedule:

- Week one Medication Admin IM, IV
- Week two Medication Admin IM, IV, med math
- Week three Pre and Post op care, Dressings Intro
- Week four Dressings
Irrigation, wet/dry, suture removal
- Week five Cardiovascular Assessment, Fluid Balance, Med math

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Week six Respiratory Assessment (O2 Admin Nasal/mask, nebulizer)
Week seven GI Assessment, NG tube/colostomy
Week eight M I D T E R M (Oral, IM, IV, IV drip)
Week nine Endocrine Assessment/Diabetic Sim SP
Week ten Lymphatic/Immune Assessment/Barrier Nursing
Week eleven MS Assessment/Care of pt. traction walker and crutches
Week twelve Neurological Assessment/mini mental status SP
Week thirteen Renal/Urinary Assessment/Catheterization
Week fourteen Hematologic Assessment/Blood Transfusion
Week fifteen Integumentary HEET systems and Assessment/Skin Disorders
Week sixteen E N D of T E R M

Clinical Objectives

A specific day will be spent in the clinical area putting theoretical learning into practice. Each group will be assigned a clinical area in which to observe and practice. For details of the clinical policies please see the Handbook in resources in Sakai. Assessment of the objectives will be carried out at the end of the day and it

is expected that each student participate through pre reading and exposure on the ward. If the weekly reflective writing objectives are not attained it must be discussed.

Ongoing assessment throughout the term will be carried out by the preceptors and must be passed in order to fulfill the requirements of Practicum II.

Each group will have an assigned preceptor to work alongside ensuring the clinical objectives are met.

Details of the clinical objectives are as follows:

Week 1

Medication Administration

1. Describe essential components of a medication order
2. Discuss pharmacokinetic principles of drug action
3. List the seven rights of proper medication administration
4. Calculate proper drug dosage using different system of drug measurement
5. Discuss important assessment data to obtain from the client during the initial interview and before medication administration
6. Develop an individualized teaching plan to improve client knowledge of medications.
7. Describe recommended guidelines and procedures for medication administration by each route.

Week 2

Pre and Post Op Care

8. Describe the three phases of perioperative client management
9. Discuss the impact of surgery on health and function
10. Identify lifespan considerations for the client undergoing a surgical procedure
11. Describe appropriate perioperative client teaching.
12. Discuss emotional support, safety and asepsis during the intraoperative phase.
13. Identify appropriate nursing assessments in the recovery facility and during the postoperative period.
14. List common postoperative complications and appropriate nursing care to promote normal function
15. Develop an appropriate discharge plan for the surgical patient.

Week 3

Medication

16. Describe essential components of a medication order
17. Discuss pharmacokinetic principles of drug action
18. List the seven rights of proper medication administration

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19. Calculate proper drug dosage using different system of drug measurement
20. Discuss important assessment data to obtain from the client during the initial interview and before medication administration
21. Develop an individualized teaching plan to improve client knowledge of medications.
22. Describe recommended guidelines and procedures for medication administration by each route.

Week 4

Wound Care

23. Discuss factors that affect integumentary function
24. Identify manifestations of impaired integumentary function.
25. Describe normal wound healing and factors that affect it.
26. Discuss nursing assessment of skin integrity and wound healing
27. List categories of support surfaces used to prevent pressure ulcers
28. Discuss nursing interventions to promote skin integrity
29. Explain scientific principles in the application of heat and cold to injured areas.

Week 5

Cardiovascular

1. Describe the mechanisms involved in the regulation of blood pressure.
 2. Select essential assessment data related to the cardiovascular system that should be obtained from a patient and/or caregiver.
 3. Select appropriate techniques to use in the physical assessment of the cardiovascular system.
 4. Differentiate normal from abnormal findings of a physical assessment of the cardiovascular system.
 5. Link the age-related changes of the cardiovascular system to the differences in assessment findings.
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extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

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6. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the cardiovascular system.

Week 6

Respiratory

7. Differentiate among the structures and functions of the upper respiratory tract, the lower respiratory tract, and the chest wall.
8. Describe the process that initiates and controls inspiration and expiration.
9. Describe the process of gas diffusion within the lungs.
10. Identify the respiratory defense mechanisms.
11. Describe the significance of arterial blood gas values in relation to respiratory function.
12. Relate the signs and symptoms of inadequate oxygenation to implications of these findings.
13. Link the age-related changes of the respiratory system to the differences in assessment findings.
14. Select the significant subjective and objective data related to the respiratory system that should be obtained from a patient.
15. Select appropriate techniques to use in the physical assessment of the respiratory system.
16. Differentiate normal from common abnormal findings in a physical assessment of the respiratory system.
17. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the respiratory system.

Week 7

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Gastrointestinal

18. Describe the structures and functions of the organs of the gastrointestinal tract.
19. Describe the structures and functions of the liver, gallbladder, biliary tract, and pancreas.
20. Differentiate the processes of ingestion, digestion, absorption, and elimination.
21. Explain the processes of biliary metabolism, bile production, and bile excretion.
22. Link the age-related changes of the gastrointestinal system to the differences in assessment findings.
23. Select significant subjective and objective assessment data related to the gastrointestinal system that should be obtained from a patient.
24. Identify the appropriate techniques used in the physical assessment and Nursing intervention of gastrointestinal conditions.
25. Differentiate normal from abnormal findings of a physical assessment of the gastrointestinal system.
26. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the gastrointestinal system.

Week 8

Midterm

Week 9

Endocrine

27. Describe the common characteristics and functions of hormones.

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Page 7 of 11

28. Identify the locations of the endocrine glands.
29. Describe the functions of hormones secreted by the pituitary, thyroid, parathyroid, and adrenal glands and the pancreas.
30. Describe the locations and roles of hormone receptors.
31. Select the significant subjective and objective assessment data related to the endocrine system that should be obtained from a patient.
32. Link age-related changes in the endocrine system to differences in assessment findings.
33. Differentiate normal from common abnormal findings of a physical assessment of the endocrine system.
34. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the endocrine system.

Week 10

Lymphatic/Immune

35. Describe the functions and components of the immune system.
36. Compare and contrast humoral and cell-mediated immunity, including lymphocytes involved, types of reactions, and effects on antigens.
37. Characterize the five types of immunoglobulins.
38. Differentiate among the four types of hypersensitivity reactions in terms of immunologic mechanisms and resulting alterations.
39. Identify the clinical manifestations and emergency management of a systemic anaphylactic reaction.
40. Describe the assessment and collaborative care of a patient with chronic allergies.
41. Explain the relationship between the human leukocyte antigen system and certain diseases.
42. Describe the etiologic factors, clinical manifestations, and treatment modalities of autoimmune diseases.
43. Describe the etiologic factors and categories of immunodeficiency disorders.

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44. Differentiate among the types of rejections following transplantation.

45. Identify the types and side effects of immunosuppressive therapy.

Week 11

Muscular Skeletal

46. Describe the gross anatomic and microscopic composition of bone.

47. Explain the classification system for joints and movements at synovial joints.

48. Compare and contrast the types and structure of muscle tissue.

49. Describe the functions of cartilage, muscles, ligaments, tendons, fascia, and bursae.

50. Link age-related changes in the musculoskeletal system to the differences in assessment findings.

51. Select significant subjective and objective data related to the musculoskeletal system that should be obtained from a patient.

52. Select appropriate techniques to use in the physical assessment of the musculoskeletal system.

53. Differentiate normal from abnormal findings of a physical assessment of the musculoskeletal system.

54. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic

Week 12

Neurological

55. Differentiate between the functions of neurons and glial cells.

56. Explain the anatomic location and functions of the cerebrum, brainstem, cerebellum, spinal cord, peripheral nerves, and cerebrospinal fluid.

57. Identify the major arteries supplying the brain.

58. Describe the functions of the 12 cranial nerves.

59. Compare the functions of the two divisions of the autonomic nervous system.

60. Link the age-related changes in the neurologic system to the differences in assessment findings.

61. Select significant subjective and objective data related to the nervous system that should be obtained from a patient.

62. Select appropriate techniques to use in the physical assessment of the nervous system.

63. Differentiate normal from abnormal findings of a physical assessment of the nervous system.

64. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the nervous system.

Week 13

Renal/Urinary

65. Differentiate among the anatomic location and functions of the kidneys, ureters, bladder, and urethra.

66. Explain the physiologic events involved in the formation and passage of urine from glomerular filtration to voiding.

67. Select significant subjective and objective data related to the urinary system that should be obtained from a patient.

68. Link the age-related changes of the urinary system to the differences in assessment findings.

69. Select appropriate techniques to use in the physical assessment of the urinary system.

70. Differentiate normal from abnormal findings of a physical assessment of the urinary system.

71. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the urinary system.

72. Differentiate the normal from the abnormal findings of a urinalysis.

Week 14

Hematologic

73. Describe the structures and functions of the hematologic system.

74. Differentiate among the different types of blood cells and their functions.

75. Explain the process of hemostasis.

76. Link the age-related changes in the hematologic system to differences in findings of hematologic studies.

77. Select the significant subjective and objective assessment data related to the hematologic system that should be obtained from a patient.

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78. Describe the components of a physical assessment of the hematologic system and perform blood transfusion as indicated by hematologic conditions.
79. Differentiate normal from common abnormal findings of a physical assessment of the hematologic system.
80. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the hematologic system.

Week 15

Integument HEET

81. Describe the structures and functions of the integumentary system.
82. Link the age-related changes in the integumentary system to differences in assessment findings.
83. Select the significant subjective and objective data related to the integumentary system that should be obtained from a patient.
84. Describe specific assessments to be made during the physical examination of the skin and the appendages.
85. Compare and contrast the critical components for describing primary and secondary lesions.
86. Select appropriate techniques to use in the physical assessment of the integumentary system.
87. Specify the structural and assessment differences in light- and dark-skinned individuals.
88. Differentiate normal from common abnormal findings of a physical assessment of the integumentary system.
89. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the integumentary system.
90. Describe the structures and functions of the visual and auditory systems.
91. Explain the physiologic processes involved in normal vision and hearing.
92. Evaluate the significant subjective and objective assessment data related to the visual and auditory systems that should be obtained from a patient.
93. Select the appropriate techniques to use in the physical assessment of the visual and auditory systems.
94. Differentiate normal from common abnormal findings of a physical assessment of the visual and auditory systems.
95. Link the age-related changes in the visual and auditory systems to differences in assessment findings.
96. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the visual and auditory systems.

Week 16

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”
(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

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The grade for late nursing care plans will be lowered 5 points unless previous permission has been given. Submit journals via the drop box on time. Drop boxes will not reopen unless permission given.

Classroom/Online Etiquette Procedure:

Students are expected to exhibit professional conduct at all times in the clinical and classroom setting. Courteous and respectful behavior is an expectation of every student. Cell phones are to be turned off during clinical practice

Policy/Procedure Related to the Department:

N/A

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Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 215: Pharmacology
Number of Credits: 3
Days and Times: Tuesdays and Thursdays 1:00 – 2:15 pm
Semester and Year: Fall 2021
Classroom Location: Online
Pre-requisite(s): NURS 300

Course Lecturer Name(s): Dr. Lana Walters, Dr. Joshua Gaetos, Dr. N'kosha Fletcher
Course Director Name: Dr. Lana Walters

Course Lecturer(s) Contact Information: jgaetos@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 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.

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2. To demonstrate understanding of the actions of common drugs.
3. To apply principals of safety in administration of medication.

Student Learning Outcomes:

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

1. Demonstrate the elements of clinical reasoning to apply the “rights” of medication administration.
2. Make connections between how different drugs affect the various body systems and content from physiology course.
3. Demonstrate the use of the nursing process in the administration of patients’ medications
4. Provide appropriate health education that addresses lifestyle changes which complement drug therapy.
5. Provide appropriate health education that addresses instructions for; taking medication properly, monitoring for adverse effects, knowing when to alert physicians about drug toxicities and possible drug interactions.

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 = 64.4% or less

Course Materials:

Text: Jacqueline Burchum and Laura Rosenthal. Lehne’s Pharmacology for Nursing Care. 2020 Tenth (10th) Edition Elsevier

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%

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Final examination:	30%
4 Quizzes:	10%
Revision IMCQ:	10%
Small group attendance & participation:	10%
Group Presentation:	10%
Total	100%

Course Requirements:

Students will be required to:

- watch lecture videos according to the provided schedule and use recommended text for supplemental information;
- contribute thoughtful ideas to small group 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 and if clarification is necessary, communicate same to the instructor.

Course Schedule:



NURS 215 NURSING PHARMACOLOGY

SCHEDULE

FALL 2021

Week	Lec. No.	Day	Date	Time	Topic
1		Tues	17 Aug	1:00 – 2:15 pm	Orientation LW
	1	Tues	17 Aug	1:00 – 2:15 pm	Herbal & Dietary Supplements DLA. NF
	2	Thurs	19 Aug	1:00 – 2:15 pm	Nursing Role Related Pharmacology Intro DLA. NF
2	3	Tues	24 Aug	1:00 – 2:15 pm	Dosage calculations. JG
	4	Thurs	26 Aug	1:00 – 2:15 pm	Pharmacodynamics and Pharmacokinetics. JG
3	5	Tues	31 Aug	1:00 – 2:15 pm	Small Group 1 (Pharmacology Basics) JG
	6	Thurs	2 Sep	1:00 – 2:15 pm	Autonomic Drugs I. LW
4	7	Tues	7 Sep	1:00 – 2:15 pm	Autonomic Drugs II. LW
		Thurs	9 Sep	1:00 – 2:15 pm	QUIZ #1 (Lec 1-7) LW
5	8	Tues	14 Sep	1:00 – 2:15 pm	Cardiovascular I (Antihypertensives.) LW
	9	Thurs	16 Sep	1:00 – 2:15 pm	Cardiovascular II. (Heart Failure & Angina)) LW
6	10	Tues	21 Sep	1:00 – 2:15 pm	Cardiovascular III. (Antilipemic Drugs) LW
	11	Thurs	23 Sep	1:00 – 2:15 pm	Drugs For Disorders Of Hemostasis LW
7	12	Tues	28 Sep	1:00 – 2:15 pm	Small Group 2 (Cardiovascular) LW
	13	Thurs	30 Sep	1:00 – 2:15 pm	Revision IMCQ LW (Lec 1-11)
8		Tues	5 Oct	1:00 - 3:00 pm	MID TERM EXAM
9	14	Tues	12 Oct	1:00 – 2:15 pm	Respiratory Drugs. JG
	15	Thurs	14 Oct	1:00 – 2:15 pm	Gastrointestinal Drugs. LW
	16	Tues	19 Oct	1:00 – 2:15 pm	Diabetes Mellitus. NF

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10	17	Thurs	21 Oct	1:00 – 2:15 pm	Other Endocrine. NF QUIZ #2 (Lec 14-16) LW
11	18	Tues	26 Oct	1:00 – 2:15 pm	Small group 3(Diabetes). NF
	19	Thurs	28 Oct	1:00 – 2:15 pm	CNS Drugs. NF
12	20	Tues	2 Nov	1:00 – 2:15 pm	Analgesia. JG
	21	Thurs	4 Nov	1:00 – 2:15 pm	Infectious diseases I. NF QUIZ #3 (Lec 17, 19, 20) LW
	22	Tues	9 Nov	1:00 – 2:15 pm	Infectious diseases II. NF
13	23	Thurs	11 Nov	1:00 – 2:15 pm	Infectious diseases III. JG
	24	Tues	16 Nov	1:00 – 2:15 pm	Infectious diseases IV. JG
14	25	Thurs	18 Nov	1:00 – 2:15 pm	Small Group 4 (Infectious Diseases) LW
15	26	Tues	23 Nov	1:00 – 2:15 pm	Drug Use During Pregnancy and Lactation DLA. NF QUIZ #4 Lec 21-24 LW
	27	Thurs	25 Nov	1:00 – 2:15 pm	Group Presentations
16		Tues	30 Nov	1:00 - 3:00 pm	FINAL EXAM

Click or tap here to enter text.

[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 view all recorded lectures 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”
(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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”
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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”
(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

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.

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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 turned off during class.

Policy/Procedure Related to the Department:

NA

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*.



Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 300: Adult Health Nursing I
Number of Credits: 3 credits
Days and Times: Tuesday & Thursday; 3:00pm-4:15pm
Semester and Year: Fall 2021
Classroom Location: K.B. Taylor Lab - West
Pre-requisite(s): NURS 100: Fundamentals of Nursing & NURS 214: Practicum II Adult Health with lab

Course Lecturer Name(s): Salisha Phillip, RN, BSN
Course Director Name: Salisha Phillip, RN, BSN

Course Lecturer(s) Contact Information: 473 444-4175, ext. 3021/SPhill10@sgu.edu
Course Director Contact Information: 473 444-4175, ext. 3021/SPhill10@sgu.edu

Course Lecturer(s) Office Hours: Mon 10am-12pm & Tues, Thur 10am-2pm
Course Director Office Hours: Mon 10am-12pm & Tues, Thur 10am-2pm

Course Lecturer(s) Office Location: Leeward Hall (downstairs)
Course Director Office Location: Leeward Hall (downstairs)

Course Support: Rocksann Burreis (rburreis01@sgu.edu ext. 3755) & Kandis Roberts kroberr3@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 provides students with the skills and knowledge to care for adult clients and their families along the health and illness continuum. The course will be presented using mainly a system-based approach with the focus on respiratory, cardiovascular, gastrointestinal, endocrine and urinary systems. This course will also emphasize concepts relating to the care of adults in the hospital setting with commonly occurring medical-surgical problems. The nursing process, health education, nursing considerations, nursing interventions, diagnostic tests and community resources referrals will be examined for each disease condition.

Course Objectives:

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At the end of this course the students will be able to:

1. Identify the elements of the nursing process.
2. Describe the etiology of acute, chronic & infectious disease conditions for clients and their families.
3. Describe the nurse's role in assessment and implementation of nursing care for clients with acute, chronic & infectious disease conditions.
4. Explain the process of health education, nursing considerations and interventions as it relates to acute, chronic & infectious disease conditions.
5. Identify diagnostic tests and community resources (referrals) for clients and families with acute, chronic & infectious disease conditions.
6. Identify nutritional requirements for clients and their families with acute, chronic and infectious disease conditions.
7. Use critical thinking skills in the management of client care.

Student Learning Outcomes:

1. Utilize the nursing process and critical thinking in assessing, diagnosing, planning, implementing, and evaluating evidence-based therapeutic nursing interventions.
2. Implement safe, effective nursing care for individuals with respiratory, cardiovascular, hematologic, digestive, gastrointestinal, metabolic, endocrine, urinary tract, reproductive, immunologic, integumentary, sensorineural, neurologic and musculoskeletal dysfunction

Program Outcomes Met By This Course:

NPO1- Integrate nursing and health care knowledge, skills and attitudes to provide safe ethical and effective nursing care, representing the patients' preferences, values and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO2-Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviours of the discipline of nursing. (professional conduct)

NPO3-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)

NPO6- Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups (Communication)

NPO7-Utilizes critical thinking skills and professional judgement to inform decision-making in the delivery of health care (Clinical decision making and intervention)

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NP08- 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 = 64.4% or less

Course Materials:

Text: Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., & Bucher, L. (2014). Medical-surgical nursing: assessment and management of clinical problems, single volume. Elsevier Health Sciences.

Course ID: 157463_jlindsay104_1006

Supplementary Readings/Resources: See SAKAI

Course Grading Requirement:

Assignment	Total
Essay 1	5%
Quizzes	8%
Mid- term written	20%
Essay 2	5%
Essay 3	5%
Presentations	12%
Essay 4	5%
End of term written	35%
Engagement rubric	5%
Total	100%
















Course Requirements:

1. Students must be prepared for all lectures by reading the suggested chapter and topics prior to attending class.
2. Students must engage in all classroom discussions
3. All students must engage in active listening during class time























Course Schedule:

Week	Lecture	In Class Work
1	Introduction to Adult Health nursing	Read Chapter 6 Sherpath -Admission and Discharge -Stress and Stress management


























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		See Resources on Sakai
2	Foundations of Med Surgical nursing	Peri and post- operative care (chapter 11, 17, 18, 19) -Pain/ inflammation and wound healing
3	Foundations of Med Surgical nursing	Review cancer Assessment Cancer (Chapter 16)
4	Reproductive System	-Review the reproductive System and Assessment Ch. 50 -Parasitic /Protozoan infection -Trichomoniasis (Trich) -Genital herpes <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Medication  Diagnostic tests  Health teaching  Community Resources
5	Cardiovascular System	Cardiovascular system and Assessment chapter 31/32 -Hypertension Ch 32 -Heart failure Ch 43 -Stroke <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Nursing Interventions  Medication  Diagnostic tests
6	Respiratory case studies	-Respiratory system and Assessment



























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	<p>Asthma COPD Pneumonia (bacterial and viral) Breath sounds examples</p> <p>Obstructive Pulmonary Disease</p>	<p>Chapters 25/26/27/28</p> <p>-Asthma pg. 539 -COPD pg. 557 -Pneumonia pg. 500</p> <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Nursing Interventions  Medication  Diagnostic tests  Health teaching  Community Resources
7	<p>Gastrointestinal Nutrition</p>	<p>-Gastrointestinal system and Assessment (chapter 42)</p> <p>-Cystic Fibrosis -Gastroesophageal Reflux disease (GERD) -Crohn's disease pg. 944 Sherpath</p> <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Nursing Interventions  Nutritional requirements  Medication  Diagnostic tests  Health teaching  Community Resources
8	Midterm	
9	<p>Endocrine</p>	<p>Review diabetic Assessment Diabetes Mellitus Ch 47, 48</p> <ul style="list-style-type: none">  Define terminology  Etiology  Assessment










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		<ul style="list-style-type: none">  Nursing considerations  Nursing Interventions  Nutritional requirements  Medications  Diagnostic tests  Health teaching  Community Resources
10	Lymphatic/Immune	<p>-lymphatic and Immune systems and Assessment (Ch. 14)</p> <p>-HIV/AIDS</p> <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Nursing Interventions  Medication  Diagnostic tests  Health teaching  Community Resources
11	Musculoskeletal	<p>-Musculoskeletal system and Assessment Ch. 61/62/64</p> <p>-Fracture</p> <p>-Osteomyelitis</p> <p>-Osteoporosis</p> <p>-osteoarthritis</p> <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Nursing Interventions  Medication  Diagnostic tests  Health teaching  Community Resources
12	Neurological	<p>-Review neurological system and Assessment (Ch. 55)</p>

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		<p>-Epilepsy -Seizure -Stroke</p> <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Nursing Interventions  Medication  Diagnostic tests  Health teaching  Community Resources
13	<p>Renal/Urinary</p> <p>-Urinary Tract Infection -Acute Pyelonephritis</p>	<p>-Review renal and urinary system and Assessment Ch. 44 & 45</p> <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Nursing Interventions  Medication  Diagnostic tests  Health teaching  Community Resources
14	<p>Hematologic</p> <p>-Leukemia -Lymphoma</p>	<p>-Review hematological system and Assessment chapters 29/30</p> <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Nursing Interventions  Medication  Diagnostic tests  Health teaching Community Resources

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15	Integumentary System Burns	Review Integumentary systems Ch. 23/24 <ul style="list-style-type: none">  Define terminologies  Etiology  Assessment  Nursing considerations  Nursing Interventions  Medication  Diagnostic tests  Health teaching  Community Resources
16	End of term	

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Week one	Written Assignment - Identify guidelines for admission, transfer, and discharge of a patient related to hospital policy 800- 1200 words
Week two	
Week three	Online - Evaluate online illustrations of wounds. Identify the tissue types injured; state whether healing will occur by primary, secondary, or tertiary intention; and classify the wound as red, yellow, or black. Quiz
Week four	Class presentation Place students into four groups. Present a patient scenario in which a patient has one of the following: <ul style="list-style-type: none"> - hyponatremia Group 1 - hyperkalemia Group 2 - hypocalcemia Group 3 - hypercalcemia Group 4 Each group is to modify a nursing plan of care for its patient with: <ul style="list-style-type: none"> - a nursing diagnosis - an expected outcome - three nursing interventions - methods by which to evaluate the expected outcome
Week five	Class presentation -BP cardiac output and vascular resistance presentation. Each group will take Cardiac/Renal/Sympathetic/Local and Neurohormonal and present the diagram as it relates to BP control.

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	<p>The diagram illustrates the regulation of blood pressure. At the center, the equation Blood pressure = Cardiac output × Systemic vascular resistance is shown. Cardiac output is influenced by the Cardiac system (Heart rate, Contractility, Conductivity) and Renal fluid volume control (Renin-angiotensin-aldosterone system, Natriuretic peptides). Systemic vascular resistance is influenced by the Sympathetic nervous system (α₁- and α₂-Adrenergic receptors for vasoconstriction; β₂-Adrenergic receptors for vasodilation), Neurohormonal factors (Angiotensin, Norepinephrine), and Local regulation (Vasodilators: Prostaglandins, Nitric oxide; Vasoconstrictors: Endothelin).</p> <p><small>Copyright © 2014, 2011, 2007, 2004, 2000, 1996, 1992, 1987, 1983 by Mosby, an imprint of Elsevier Inc.</small></p>
Week six	Quiz
Week seven	<p>Presentation – Divide into four groups each group to present for 15 mins on the following</p> <ol style="list-style-type: none"> 1 – Functions of the liver/gallbladder/biliary tract and Pancreas 2 – Common symptoms that are cues to liver/ gallbladder/biliary tract and Pancreas issues 3 - Common investigations that are carried out including nurses responsibility and side effects 4 – Common lab values and their significance
Week eight	Mid- term written
Week nine	Quiz
Week ten	<p>Presentation -Divide students into four groups and ask each group to present one of the four types of hypersensitivity reactions.</p> <p>Written Assignment -Have students outline assessment findings that would assist the nurse in determining if an anaphylactic reaction was occurring.</p>
Week eleven	Quiz
Week twelve	<p>Written Assignment</p> <p>Complete a matrix with the incidence, pathophysiology, and common causes of ischemic and hemorrhagic strokes. Illustrate the differences and similarities in the types of strokes.</p>
Week thirteen	<p>Presentation – Divide into four groups each group to present for 15 mins on the following:</p> <ol style="list-style-type: none"> 1 – Functions of the Kidneys/Ureter/Bladder 2 – Common symptoms that are cues to Renal issues 3 - Common investigations that are carried out including nurses responsibility and side effects 4 – Common lab values and their significance
Week fourteen	<p>Written Assignment -Identify the cause, relevant assessment data, the pathophysiologic process responsible, Lab results, nursing diagnoses, and appropriate interventions on the following hematologic disease conditions.</p>

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	<ol style="list-style-type: none"> 1. Iron deficiency anemia and Vitamin deficiency anemia. 2. Anemia of chronic disease and Aplastic anemia. 3. Hemolytic anemias. 4. Sickle cell anemia.
Week fifteen	Review and wrap up
Week sixteen	End of term written Taking one notable incident during your placement write a reflective essay 800 – 1200 words.

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”
(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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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“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”

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

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Students are accountable for all assignments as outlined in the course Syllabi. Any individual who is not able to meet the assigned deadline may meet with the instructor for consideration on an individual basis prior to the due date of the assignment.

Classroom/Online Etiquette Procedure:

At discretion of Course Director. Students are expected to exhibit professional conduct at all times in the classroom and in the clinical setting. Students are not allowed to use cell phones during class time and during clinical hours. All students are expected to be courteous and respectful to each other during class time.

Policy/Procedure Related to the Department:

N/A

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*.



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, 2.30 – 3.45pm
Semester and Year: Fall 2021
Classroom Location: K.B. Taylor Hall - West
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: Tues & Thur 4pm - 6pm & Wed 10am – 4pm
Course Director Office Hours: Tues & Thur 4pm - 6pm & Wed 10am – 4pm

Course Lecturer(s) Office Location: Leeward Hall
Course Director Office Location: Leeward Hall

Course Support: Rocksann Burris Rburris01@sgu.edu, Kandis Roberts krobert3@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 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 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.

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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 a cause of stress in managerial life from a range covering mismatches between capabilities and role, player-manager tension and everyday stressors.
5. Understand the need for time management and delegation skills.

Program Outcomes Met By This Course:

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)

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

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: 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

Textbook, handouts and referred articles, internet resources and practice test materials.

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 x3 **15%**
Presentation **5%**
Scholarly paper **10%**
Scholarly paper summary **5%**
Written assignment **10%**
Midterm **25%**
End of term **30%**

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* 17th – 19th Aug	Leadership and management – definitions and theories Identify tasks, roles and characteristics of effective leadership and management	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. • Online Activity: Have students visit http://www.nwlink.com/~donclark/leader/survlea.html to access a Leadership Self-Assessment Activity. Ask students how leaders can use this assessment to identify strengths and areas of improvement	Chapter 2
2* 24th – 26th Aug	Legal and legislative issues- Discuss Negligence, Liability, and use of Incident reports	• 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	Chapter five Delegation case scenario Quiz

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<p>3* 31st Aug – 2nd Sept</p> <p>Dr. B Francis Guest Lecture</p>	<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>Examine the four steps in the process of delegating:</p> <p>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>In resources 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>	<p>Chapter 1</p> <p>Quiz</p> <p>Chapter 20 and 22</p>
<p>4* 7th – 9th Sept</p>	<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>Small group discussion read and discuss learning exercises 8.3, 8.6 or 8.10</p>	<p>Chapter 8</p> <p>Summarize the Scholarly paper</p>
<p>5* 14th – 16th Sept</p> <p>Ms. Rachael Ross Guest Lecture</p>	<p>Discuss the major theories associated with leadership</p> <p>List leadership skills</p>	<p>Leadership Skills and Theories of Leadership</p>	<p>Chapter 2 and 3</p> <p>Quiz 3</p>
<p>6 * 21st – 23rd Sept</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>Chapter 12</p> <p>Presentation</p>

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<p>7*</p> <p>28th – 30th Sept</p> <p>Ms. Sacha Pierre Guest Lecture</p>	<p>Embracing Diversity and Inclusion</p> <p>Compare the advantages and disadvantages of diversity in the work place</p> <p>List strategies to increase diversity and inclusion in the work place</p>	<p>Embracing Diversity and Inclusion</p>	<p>Chapter 17 pg 380 pg 391</p>
<p>8*</p> <p>5th – 7th Oct</p>	<p>MIDTERM</p>		
<p>9*</p> <p>12th - 14th Oct</p>	<p>Patient, 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/nahrq/myqi/nursing.html</p> <p>https://www.ahrq.gov/cahps/quality-improvement/improvement-guide/4-approach-qi-process/index.html</p>	<p>Chapter 6</p>
<p>10*</p> <p>19th – 21st Oct</p> <p>Professor Jane Greaves Guest Lecture</p>	<p>Policy and Politics</p> <p>Assess politics and personal power within nursing</p>	<p>Assignment via Turnitin on Sakai</p> <p>-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.</p> <p>-Write on the following: What do these two articles tell you about the big picture of nursing's relationship with policy</p>	<p>Chapter 13</p> <p>Essay</p>

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		<p>-How do you think we are situated in terms of political astuteness in Grenada?</p> <p>-What are your views on the shifting policy context for clinical leaders?</p>	
<p>11* 26th – 28th Oct</p>	<p>Ethical issues</p>	<p>-compare and contrast the utilitarian, duty-based, rights-based, and intuitionist frameworks for ethical decision making pg 72</p> <p>-identify and define six different principles of ethical reasoning</p> <p>-distinguish between legal and ethical obligations in decision making</p>	<p>Chapter 4</p> <p>Complete Case study</p>
<p>12* 2nd – 4th Nov</p> <p>Mr. D. Shaw Guest Lecture</p>	<p>Fiscal management and budgeting</p> <p>-Identify the steps in the budgetary process</p> <p>-Summarize different types of budgets</p>	<p>-During clinical rotations, find out the cost of two medical supplies that they commonly use.</p> <p>-Give a written (via Sakai) report to the class on the findings.</p> <p>- Discuss strategies that nurses can use to decrease waste and increase the use of existing medical supplies.</p> <p>- Also, discuss the concept of hoarding and the problems that occur when inventory levels are too high.</p>	<p>Chapter 10</p> <p>Written assignment</p> <p>Complete case study</p>
<p>13* 9th – 11th Nov</p>	<p>Managing resources</p> <p>Illustrate the use of Human resources in the clinical environment</p> <p>Predicting staffing needs – identify components that impact staffing numbers</p>	<p>Read and summarize Predicting staffing needs</p> <ol style="list-style-type: none"> 1. background and workforce planning 2. patient safety and top down approach 3 bottom up approach and skill mix 4. discussion and conclusion 	<p>Chapter 17</p>
<p>14* 16th – 18th Nov</p>	<p>Establishing a Constructive Climate</p>		<p>Chapter 21</p>

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15* 23 rd 25 th Nov	Engaging with your strengths Creating a motivating climate Motivational theory		Chapter 18
16* 30 th Nov – 2 nd Dec	END OF TERM		

POLICY INFORMATION

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[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

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.

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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.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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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, 7:00am - 4:00pm
Semester and Year: Fall 2021
Classroom Location: The General Hospital –Male and Female Surgical/medical wards
Pre-requisite(s): All previous Nursing courses Co-requisite:NURS316

Course Lecturer Name(s): Salisha Phillip, RN, BSN
Course Director Name: Salisha Phillip, RN, BSN

Course Lecturer(s) Contact Information: 473 444-4175, ext. 3021/SPhill10@sgu.edu
Course Director Contact Information: 473 444-4175, ext. 3021/SPhill10@sgu.edu

Course Lecturer(s) Office Hours: Mon 10am-12pm & Tues, Thur 10am-2pm
Course Director Office Hours: Mon 10am-12pm & Tues, Thur 10am-2pm

Course Lecturer(s) Office Location: Leeward Hall, downstairs
Course Director Office Location: Leeward Hall, downstairs

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.

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

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safe patient care outcomes utilizing nursing judgement supported by current evidence.

3. Demonstrate understanding of the concept of quality improvement using an action research strategy.

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)

SAS Grading Scale: Grades will be assigned as follows:

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- 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: 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
Quizzes from i-human cases	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:

Click or tap here to enter text.

Week one (Leadership & Management Skills)	Introduction to Leadership & Management clinical skills	Discussion of self-awareness, Self-management, Communication & Leadership styles.
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		Choose a leader for the day. Identify leadership styles.
Week two (Legal)	Clinical (Abdominal cramping, diarrhea) Management of a patient with abdominal problems.	Check for legal documents in patient's chart. e. g. Consent, next of kin, etc. Discuss Incident Reporting.
Week three (Delegation)	Clinical (pre/post-op)	Using the delegation process (Assessment, Planning, Communication, Surveillance & Supervision); Identify Problem solving & Decision making to manage the ward and patient.
Week four (Change)	Clinical (abdominal pain & vaginal bleeding)- pre/post Op)	Identify clear and tangible goals for change on the ward. e.g. customer service, cost management, post-op guidelines.
Week five (Organization's Structure)	Clinical(Shortness of Breath, Asthma)	Identify how this organization manages the patient with Shortness of Breath.
Week six (Organization's Culture)	Clinical (Left leg, hip/fracture)	Identify the culture of this institution (The General Hospital) manage the patient with a fracture. Discuss how culture may affect the patient's care.
Week seven (Ethical Issues)	Clinical (Chest Pain & SOB)	Manage the patient with chest pain and SOB. Identify a situation where ethical issues are raised and ethical reasoning applied.

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		Care plan to review for midterm.
Week eight M I D T E R M	(Nursing Care Plan)	
Week nine (Patient's Rights)	Clinical (Lethargy and SOB, COPD)	Manage a patient with SOB/respiratory complications & Lethargy. 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.
Week ten (Cooperation in the work Place)	Clinical (Blood Transfusion, Malaise & Brown Colored urine)	Manage the patient with undergoing blood transfusion. Identify ways nurses, doctors and other personnel collaborate with each other to benefit the patient receiving a blood transfusion.
Week eleven (Conflict Management)	Clinical (SOB, Pneumonia and Heart Palpitations)	Manage the patient with SOB, Pneumonia & Heart Palpitations. Identify a conflict situation and/or ways to resolve conflicts.
Week twelve (budgeting)	Clinical (Anaphylactic Shock, Altered mental status)	Manage the patient with Anaphylactic Shock /Altered Mental Status. Discuss budgeting of a hospital (Look at sources of income, monthly expenses, supplies, personnel etc.

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Week thirteen (Staffing)	Clinical (Diabetes/Polyuria, polydipsia and weight loss)	Manage the patient with diabetes.
Week fourteen (Quality Improvement)	Clinical (Hyperglycemia)	Manage the patient with hyperglycemia.
Week fifteen (Stress management)	Review of all clinical skills.	
Week sixteen E N D of T E R M	(Nursing Care Plan)	

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Nursing care plans submitted late will be lowered 10points unless previous permission has been given.

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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

Policy/Procedure Related to the Department:

N/A

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Department of Nursing and Allied Health Sciences

GENERAL COURSE INFORMATION

Course Code and Title: NURS 326: Collaboration and Communications in Healthcare
Number of Credits: 3
Days and Times: Tuesday and Thursday 9.30 – 10.45 AM
Semester and Year: Fall 2021
Classroom Location: SAH - Middle Rm
Pre-requisite(s): NA

Course Lecturer Name(s): Jennifer Solomon
Course Director Name: Jennifer Solomon

Course Lecturer(s) Contact Information: Jsolomon@sgu.edu/ 3758
Course Director Contact Information: Jsolomon@sgu.edu/ 3758

Course Lecturer(s) Office Hours: Tues & Thur 4pm - 6pm & Wed 10am – 4pm
Course Director Office Hours: Tues & Thur 4pm - 6pm & Wed 10am – 4pm

Course Lecturer(s) Office Location: Lower Leeward Hall
Course Director Office Location: Lower Leeward Hall

Course Support: Rocksann Burris (rburris01@sgu.edu, ext. 3755) & 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 will introduce the student to the concept of inter professional collaborative practice and the evidence base that supports its effectiveness. In order for the students to better understand the professionals with whom they will collaborate, specific modules will focus on the roles of various healthcare professionals, their scope of practice, and settings in which they work. Additional modules will focus on communication strategies and tools for effective inter professional collaborative practice and learners will practice gaining competence in inter professional communication, conflict management and negotiation.

Course Objectives:

By the end of the course the student will be able to:

1. Discuss the evidence regarding benefits of inter professional collaborative practice, including the impact on

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quality and safety of patient care.

2. Describe key elements of effective inter professional team-based care.
3. Describe the importance of communication for effective collaboration
4. Describe communication strategies helpful in the management of conflict.

Student Learning Outcomes:

By the end of the course the student will be able to

1. Discuss the evidence regarding benefits of inter professional collaborative practice, including the impact on quality and safety of patient care.
2. List the key elements of effective inter professional team-based care.
3. Describe the importance of communication for effective collaboration
4. Compare communication strategies helpful in the management of conflict.

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 – 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%
- F = 64.4% or less

Course Materials:

Text: Lewis, S., Dirksen, S. R., Heitkemper, M., Bucher, L., Harding, M. M., Jeff. Medical-Surgical Nursing: Assessment and Management of Clinical Problems, Single Volume. [VitalSource Bookshelf]. Retrieved from <https://online.vitalsource.com/#/books/9780323328524/>

Sherpath ID - 163909_jsolomon94_1007

Supplementary Readings/Resources: See SAKAI

Course Grading Requirement:

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Online assignments and Forum	20%
Online quiz (5)	20%
Presentation (1)	10%
Midterm	20%
End of term	30%

Course Requirements:

Be prepared, on time, for class and able to engage with the material
Contribute to class activities, group work and discussions

Course Schedule:

[Click or tap here to enter text.](#)

Week	Content	Objectives	Assignment
1 17th 19th August	Introduction. What is inter professional education (IPE) and inter professional collaborative practice (IPC.) Introduction to IPC practice. Research and evidence regarding benefits of inter professional collaborative practice, including the impact on quality and safety of patient care. Safety and Assessment	Define IPE and IPC Compare and contrast the differences List the four competencies of IPE Describe the impact on quality and safety of patient care using IPC. Describe the impact of errors. Determine contributing factors to medical errors	Read Chapters 24, 27 Complete online case study
2 24th 26th August	Discuss factors that influences inter professional collaboration and working together Team structures: Model and Functional Collaboration	List three factors contributing to group effectiveness. Compare the four stages of group development. Describe how different mental processes affect group behavior. Discuss the benefits of team structure in teamwork. Define a "team." Identify the role of patients and their families as part of the care team. Describe the components and composition of a multi-team system	Read Chapters 24 and 27
3 31st 2nd	Creating a culture of safety.	List the five components of a culture of safety	Complete online communication assignment and nursing diagnosis

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September	Responsible, Assertive, Caring Communication in Nursing	Identify the Functions of Interpersonal Communication in Nursing. Distinguish Between Assertive, Nonassertive, and Aggressive Communication. Identify a Three-Step Process to Build Assertiveness Skills. Explain the DESC Script for Developing an Assertive Response. Describe the Behaviour of an Assertive Nurse	and planning assignment Complete Quiz One
4 7th 9th September	How we process communication and information IPC Situational monitoring	Identify the role of cognitive overload in compromising quality of care and patient safety. List solutions that involve both enhanced team cooperation and decision making along with the prudent use of supportive technology. Discuss how situation monitoring affects team processes and outcomes. List components of the STEP mnemonic. Explain situation awareness and identify undermining conditions. Define a shared mental model and how it is cultivated within a team.	Complete online SBAR and Safety simulation exercise
5 14th 16th September	IPC competencies Communication for effective collaboration. Elements of effective communication Respect and Bullying in the workplace	Describe how communication affects team processes and outcomes. Define effective communication. Identify communication challenges. Identify tools and strategies that can improve a team's communication Discuss the Benefits of Respect in the Relationships in Healthcare. Identify Behaviours That Demonstrate Respect in Relationships. Define Workplace Bullying	

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<p>6 21st 23rd September</p>	<p>IPC competencies – leadership</p> <p>Coordination of Care</p>	<p>Describe how leadership affects team processes and outcomes. Identify different types of team leader</p> <p>Describe the tools for leading teams, including briefs, huddles, and debriefs.</p> <p>list the main concepts and goals of care coordination Differentiate the three core functions of care coordinators role Identify strategies for integrating care coordination into nursing practice. Define the competencies and functions for care coordination Address common barriers to care coordination.</p>	<p>Complete collaboration assignment</p> <p>Complete online communications quiz two</p>
<p>7 28th 30 September</p>	<p>IPC Mutual support</p> <p>Ethical and legal implications</p>	<p>Describe how mutual support affects team processes and outcomes. Discuss specific strategies to foster mutual support (e.g., task assistance, feedback). Identify specific tools to facilitate mutual support.</p> <p>Discuss the role of ethics in professional nursing. Discuss the role of values in the study of ethics. Examine and clarify personal values. Understand basic philosophies of health care ethics</p>	<p>Read chapters 22 and 23</p>
<p>8 4th – 8th October</p>	<p>Mid Term</p>		

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<p>9 12th – 14th October</p>	<p>Special cases Emotional Intelligence and Distressed Colleagues</p> <p>IPC - Coaching and Mentoring</p> <p>Safety Quality and Outcomes</p>	<p>Summarize the effect of Distressed Behaviour of Clients or Colleagues on the Nurse List the Four common events that can cause stress in distressed colleagues. Recommend strategies for developing emotional intelligence.</p> <p>Define coaching and its outcomes. List competencies of an effective coach. Describe how to implement coaching across IPC</p> <p>Identify how safety and quality impacts outcomes Discuss research and innovations within safety and quality</p>	<p>Special cases Emotional Intelligence and Distressed Colleagues</p> <p>IPC - Coaching and Mentoring</p> <p>Safety Quality and Outcomes</p>
<p>10 19th 21st October</p> <p>Mr. Steve Babiak Guest Lecture</p>	<p>Conflict Management – De-escalation</p> <p>Conflict management</p> <p>Special cases Aggression</p>	<p>Describe the benefits of learning confrontational skills.</p> <p>Differentiate problems presented by Aggressive Behaviour</p> <p>Discuss the various strategies to communicate effectively with aggressive Clients and Colleagues</p> <p>Formulate assessments and Interventions for Given Situations Involving Aggressive behaviour</p>	<p>Complete online Ethics and Values quiz</p>
<p>11 26th 28th October</p>	<p>Special cases the unpopular patient</p> <p>The unpopular patient and nurse bias</p>	<p>Distinguish the characteristics of unpopular clients. Analyse the possible reactions of Nurses to unpopular clients. List possible strategies to deal with negative attitudes and prevent antagonistic behaviour toward unpopular clients</p> <p>Determine how the patient role has changed over time. List the Eight principles of Patient Centred Care. Appraise where nurse bias originates</p>	<p>Complete online legal implications Quiz</p> <p>Read The unpopular patient revisited and Countering the stereotype Discuss this in the forum</p>

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<p>Professor Jane Greaves Guest Lecture</p>	<p>Safety Quality and Outcomes</p>	<p>Identify how safety and quality impacts outcomes Discuss research and innovations within safety and quality</p>	
<p>12 2nd 4th November</p>	<p>Documentation Documentation</p>	<p>Identify purposes of a health care record. Discuss legal guidelines for documentation. Identify ways to maintain confidentiality of electronic and written records. Describe five quality guidelines for documentation. Describe the different methods used in record keeping. Discuss the advantages of standardized documentation forms. Identify elements to include when documenting a patient's discharge plan.</p>	<p>Read Chapter 26 Complete online case study Complete online documentation and hand off reporting assignment</p>
<p>13 9th 11th November</p>	<p>Present on how the following concepts lead to better patient care Group one - Communication Two - Mutual support Three - Situational Monitoring Four - Leadership</p>		<p>Present using EBP on how the following concepts lead to better patient care 20min with 5mins for questions</p>
<p>14 16th 18th November Dr. Katherine Bourne-Yearwood Guest Lecture</p>	<p>Collaboration and communication from the Drs perspective Mutual respect</p>	<p>Discuss the Benefits of Respect in the Relationships in Healthcare Identify behaviours That Demonstrate Respect in Relationships Describe empathy and discuss the benefits of demonstrating empathy</p>	<p>Complete online quiz documentation</p>
<p>15 23rd</p>	<p>Elements of effective inter professional team-based care. Barriers to inter</p>	<p>Describe strategies to assist in the empowerment of nurses</p>	

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25 th November	professional collaborative practice		
Dr. Tamara McKinnon Guest Lecture	Review		
16	End of Term		

POLICY INFORMATION

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<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>.

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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[\(https://www.sgu.edu/studentmanual/university/general-policies/attendance/\)](https://www.sgu.edu/studentmanual/university/general-policies/attendance/)

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” *[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/)*

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”

[\(https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/\)](https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/)

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Assignment Submission Procedure:

Late assignments without extenuating circumstances will not be graded. Late assignments may receive a penalty of up to 10% of final mark. All assignments must be submitted in correct formatting as instructed.

Classroom/Online Etiquette Procedure:

Students must attend class on time and cause minimal disruption. If through lateness, clicker or quizzes are missed, these will not be repeated. It is expected that you come to class prepared and willing to engage in the material or discussions

Policy/Procedure Related to the Department:

NA

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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 2021
Classroom Location: KBTH - East
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
Course Director Contact Information: jsolomon@sgu.edu

Course Lecturer(s) Office Hours: Tues & Thur 4pm - 6pm & Wed 10am – 4pm
Course Director Office Hours: Tues & Thur 4pm - 6pm & Wed 10am – 4pm

Course Lecturer(s) Office Location: Lower Leeward Hall
Course Director Office Location: Lower Leeward Hall

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.

Course Objectives:

1. To list the key concepts and frameworks used in examining global health issues.

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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 = 64.4% or less

Course Materials:

Text: Global Health Nursing Building and Sustaining Partnerships, Online text, Michele J. Upvall, PhD, RN, CRNP, Jeanne M. Leffers, PhD, RN

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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

Course Grading Requirement:

Item	Percentage
Forum	10%
Quizzes	10%
Group Presentations	15%
Midterm Exam	30%
Final Exam	35%
Total	100%

Course Requirements:

Students are expected to be engaged, curious and focused during class. All assignments must be completed on time and to the best of the student’s ability

Course Schedule:

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Week	Topic/Objectives	Reading	Exercises
1 17 th 19 th 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	
2 24 th 26 th August	Introduction to MDG’s Students will examine the evolution of International Health agencies and the need to move away from ‘good intentions’	Textbook of Global Health Chapter 1	Read and understand the MDG’s Quiz
3 31 st 2 nd September	Authentic partnerships Ethical issues in public health and service learning/voluntary missions https://www.un.org/sustainabledevelopment/takeaction/	Textbook of Global Health Chapter 1 & 3	Using link Present on how we can change our behaviour and what SGU is doing well and what needs to be addressed.
4 7 th	Bridging cultures for collaboration and enhancing health	Textbook of Global Health Chapter 7	Complete cultural assessment

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<p>9th September</p>	<p>Define Culture</p> <p>Describe the most important relationships between culture and health.</p> <p>Discuss the importance of social assessments.</p> <p>Outline some of the theories in behaviour change in health.</p>		<p>Quiz Culture & Health</p>
<p>5 14th 16th September</p>	<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> <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>	<p>Textbook of Global Health Chapter 11</p>	<p>Discussion Question: What type/types of Health Care System/s is/are present in Grenada?</p> <p>Forum Question</p>
<p>6 21st 23rd September Guest Speaker Dr. Shivaughn Hem-Lee-Forsyth</p>	<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>		<p>Discussion Question: Discuss societal determinants of health impacting health equity in Grenada/globally</p> <p>Forum Question</p>
<p>7 28th 30 September Dr. Lindonne Glasgow</p>	<p>Globalization, Trade, Work and Health</p> <p>Students will explore the concept of globalization and its implications for trade, work, and human health and well- being</p>	<p>Quiz</p>	<p>Mid-term prep/review</p>
<p>8</p>			

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4th – 8th October	MID TERMS		
9 12th 14th October	Nursing practice and licensure across borders Students will examine push and pull factors related to migration Students will compare different licensure requirements Students will explore the global nursing shortage	Textbook of Global Health Chapter 3	Forum Question Discussion Question: What role do nurses play in global health issues?
10 19th 21st October Ms. Renee Thomas	Political Economy of Health and Development Students will compare and contrast the dominant biomedical and behavioural/ lifestyle approaches with a political economy understanding Students will examine political economy of development as related to global health, covering 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		
11 26th 28th October	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 5	Presentation Select one NGO in Grenada Discuss their mission, ideological standpoint, work, impact and funding
12 2nd 4th November Dr. Lindonne 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		
13 9th 11th November Dr. Damian Greaves	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		

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	approaches to health in low- and middle-income countries (LMICs) and in health financing		
14 16th 18th November	Discuss the determinants of selected communicable diseases. Understand key concepts concerning of the prevention and transmission of those diseases. Preview the costs and consequences of communicable diseases and importance.	Textbook of Global Health Chapter 6 Quiz #5	Presentation Group 1/2- Discuss the Ecological disasters and their implications to Global Health Group 3/4- Discuss War, militarism and public health
15 23rd 25th November	Review		
16	END OF TERM		

Discussion Forums Posts:

Each group will be required to complete a pre-lecture post after review of reading material, recordings, articles and submit a post *before* the live-lecture post of 250 – 300 words in response to the question prompt. N.B. – Unless *otherwise* specified, **only** one (1) post is required *per group*. Upon attending the live-lecture or lab session, a final post will be required of 150 – 200 words which may include summarizing a correction to the original group submission, providing a new clarification – e.g. a description of how new knowledge was expanded on the content, or offering new insight that would not have been known prior to attending the lecture session, or something noteworthy identified by another group that you may have learned as a result of their contribution. Posted messages should be significant – to prompt further discussion and expansion on the ideas or themes presented. There are a variety of ways to do this, including (generally in some combination over the course of the week or within a posting):

- Providing concrete examples, which may include reflections from your own experience
- Describing possible consequences or implications that may arise in clinical settings
- Challenging an idea or thought presented from a previous post, to consider an alternate scenario or perspective. For example, what if this scenario occurred, how would the situation be handled or approached?
- Posing a clarifying question to another post
- Suggesting a different perspective or interpretation
- Incorporating related information from other sources – books, articles, websites, other courses, etc.

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Your participation score for a given week will be based on the number and quality of messages you post to that week's discussion. Participation will be evaluated in terms of quality as well as quantity, based on the following scale:

Criteria Example:

Full Marks (1 point) 100% - Excellent - 2-3 postings distributed throughout the week. Responsiveness to discussion topics and demonstration of knowledge and understanding from assigned readings. Readings were understood and incorporated into discussion as it relates to topic. Two or more responses add significantly to the discussions (e.g. identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence).

Partial Marks (1/2 point) 50% - Fair to Good - 2-3 postings; postings not distributed throughout the week. 1-2 postings; Readings were understood and incorporated into discussion as it relates to topic. At least one posting adds significantly to the discussion.

Minimal Marks Poor (0 point) 0 % - Poor - 1-2 postings; postings not distributed throughout the week. Little or no use made of readings. Postings have questionable relationships to discussion questions and/or readings; they are non-substantive. Postings do little to move discussion forward

- Postings should be evenly distributed during the discussion period. One group post **will be** required *before* lecture and another *after* the end of live-lecture session. Posts entered after 5 pm from class lecture session will **NOT** be graded.
- Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
- Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting, then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- Address the questions as much as possible (Keep to the point and avoid straying).
- Try to use quotes from the articles that support your postings. Practice using APA Referencing as this will help improve scientific writing skills for the course.
- Avoid jargon, slang and colloquial or prose-style writing (proper grammar, vocabulary, language, typing, etc.)

Examples of non-substantive messages

– “*Good idea for assessing whether people know what to do*”.

– “*I have to agree. Having a SME or experienced designer look at the work is of tremendous help. It is so easy to assume things, and leave out steps here and there. It is certainly not as easy as it looks, and I can see where this process makes for a much better learning experience for the participants.*”

These messages do little to prompt conversational dialogue or move discussion forward.

– “*I disagree with your definition of soft technology. Can you please tell me how you came to that conclusion?*”

This message does not expand on his question by saying why he disagrees.

Excellent examples

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– “I believe that learning is more effective if we allow learners to create their own behavioral objectives. Like Driscoll, I believe that "Learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning." Bearing in mind that we are all products of our own experiences; be it socioeconomic, gender specific, cultural and/or family related, I firmly believe that the learning needs of learners should always be the force which guides the instructional development process and the crafting of meaningful behavioral objectives. Therefore, differentiated instruction is of paramount importance if we are to provide meaningful learning environments, which emulate challenge, variety, creativity and innovation. Consequently, a synergistic blend between Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences must be found if learning is to be truly effective.”

“I agree with the statement "learning is generally less effective when only the learners create the objectives", However, I would not wish to lump ALL learners into this category, whether they are intellectually gifted or not. I believe that in much instruction the student is an integral part of defining the objective, especially in skills training, or efficiency of operations. If a company has been producing X product in the same manner for an extended time, it is reasonable to believe that new employees have been trained in that "tried and proven" method of production. However, as times and markets change, production techniques must also change. The student (employee) who is being taught the same "old" method would invariably attempt to modify the technique to increase efficiency of the production. If the student is stifled by being held only to the objectives stated in the training, no improvement will be made and the company will ultimately suffer.”

Excellent message because the student is disagreeing and making a contrary argument, based on an evaluation of the idea expressed in a previous message.

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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” [\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/)

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”

[\(https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/\)](https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/)

Assignment Submission Procedure:

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.

Assignments must be completed on time and in the correct format. This will be discussed in class.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

NA

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*.



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: NUTR 201, Nutrition
Number of Credits: 3
Days and Times: Tuesdays & Thursdays 5:30 – 6:45 pm
Semester and Year: Fall 2021
Classroom Location: Onsite: KBT East; Online: Delivery (Zoom & Panopto)
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: Anna 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:

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.

Student Learning Outcomes:

- Recognize the role of nutrition in the leading causes of death in the US.
- Identify the dietary constituents and appreciate their contribution to health

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*.

- 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

Course Materials:

Text: Understanding Nutrition, 15th Edition. Authors: Ellie Whitney & Sharon Rady Rolfes

Supplementary Readings/Resources: <https://www.myfitnesspal.com>

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 four exams (70% of your grade), case studies (10%), and a dietary analysis project (20%). The format for all exams is multiple choice and true or false questions. All exams are non-cumulative. Practice quizzes will be provided, the completion of which can contribute up to 4% in bonus points. Attendance, which includes attending live sessions and looking at lectures (in their entirety) can contribute up to 2% bonus points.

Course Requirements:

- Assignment.....20%
- Case studies.....10%
- Exams.....70%
- Practice Quizzes.....+4%
- Attendance.....+2%

Course Schedule:

Click or tap here to enter text.

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 Data collection and Analysis using myfitnesspal
3	MODULE 2: The Macronutrients Carbohydrates
4	EXAM WEEK <i>Exam 1: Introduction to Nutrition; Dietary Guidelines & Principles, Carbohydrates</i>
5	Lipids
6	Proteins
7	MODULE 3: The prevention and management of the chronic Diseases The B vitamins and Metabolism
8	MIDTERM EXAMS <i>Exam 2: Lipids, Proteins, B Vitamins & Metabolism</i>
9	Antioxidants
10	Body Composition & Weight Management
11	Water & Hypertension
12	EXAM WEEK <i>Exam 3: Antioxidants, Body Composition & Weight Management, Water & Hypertension</i>
13	Chronic Diseases: Diabetes, Cardiovascular Disease & Cancer
14	MODULE 4 The Micronutrients and their association with selected Nutritional disorders Transport system – Anemia Calcium and vitamin D deficiency (Bone Health) Class Project Due
15	MODULE 5 Reproduction and Pregnancy Reproduction, Pregnancy & Lactation

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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”
<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>.

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” **(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)**

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(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Assignment details will be provided in-class and/or posted on Sakai.

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.

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 engage in conversations with friends. 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.

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**

Department of Educational Services

PCLN 301

Learning Strategies for Pre-clinical Programs

Fall 2021

Part 1: Course Information

Class Information

Cohort	Days	Start Time	End Time	Location
CFP, FTV	Tuesday	11:30	12:20	Charter Hall
	Thursday	10:30	11:20	Bourne Lecture Hall
PMED, PVET, EMP3,1, MD EMP	Tuesday	11:30	12:20	Charter Hall
	Friday	8:30	9:20	Bourne Lecture Hall

Live Zoom sessions will occur for all remote students at the same class times

Instructor 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	Ample time will be provided during class hours for questions and discussion with instructors. Individual appointments can be made here: https://sgu-insight.symplcity.com
Ms. Cherisse Mahabir-Cletus	cmahabir@sgu.edu	
Dr. Mondel George	MGeorge8@sgu.edu	
Dr. Tanya Edwards	tedward2@sgu.edu	
Ms. Kemi Burgen	KBurgen1@sgu.edu	
Dr. Peter Slinger	plinger@sgu.edu	
Dr. Alyson Reuben	areuben2@sgu.edu	
Ms. Donna Walker	DWalker3@sgu.edu	

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

Practice sharing and receiving information, knowledge and feedback

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 (54 total)	16	10	28
Objectives	Create an effective time management system over a two-week period, which allows you to balance	Identify when seeking help is needed. Evaluate effectiveness of utilized service(s) or resource(s).	Develop a reflective practice for learning strategy application. Practice sharing and receiving information, knowledge and feedback

	your personal and professional demands.		
Due / Duration	Due: Tuesday, Aug 31 st Takes place over the first 2 weeks of the course	Due: October 17th Takes place once anytime throughout the first 9 weeks of the course.	Due: Weekly beginning Aug 31 st , with a final write up due Oct. 31 st Takes place from week 3 to the end of the course with weekly submissions required.

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 doctor's note).
2. All assignments (time management, help seeking, and portfolio) and post-class activities are due on the noted day before 11:55 p.m. AST 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 11:55 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 2020/2021 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

Week	Date	Topic	Format	Intended Learning Outcomes	Assessment	Points
1-9	8/16-10/17	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	8/17	Class Orientation	Live Session Ms. Cherisse Mahabir-Cletus	<ul style="list-style-type: none"> ❖ Navigate course format, objectives and assessments. ❖ Assess current learning and study strategies. 	LASSI report SRL survey	2
		The Study Cycle		<ul style="list-style-type: none"> ❖ Reflect on study cycle 		
	8/19 (CFP) 8/20 (FTV, PVet, PMed, EMP)	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	8/19 - 8/31	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	prior to live session on 8/24	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
	8/24		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
	8/24-8/26		Post-class reflection	<ul style="list-style-type: none"> ❖ Evaluate 1 information processing technique ❖ Connect applied workshop strategies to the SRL model 	Written reflection	
	8/26 8/27	Using academic resources (UAR) Teamwork (TWK)	Success Team Meet up	<ul style="list-style-type: none"> ❖ Connect with Success Team Advisor and peers to share resources and experiences 		
3-11	8/30-10/31	Self-Regulated Learning (SRL)	Assignment	<ul style="list-style-type: none"> ❖ Develop a reflective practice for learning strategy application. ❖ Practice sharing and receiving information, knowledge and feedback 	Portfolio Assignment	28

3	Prior to live session on 8/31	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
	8/31	Self-testing (ST)	Live Session Dr. Tanya Edwards	<ul style="list-style-type: none"> ❖ Apply strategies of whiteboarding, using MCQs, and turning LO into questions 		5
	8/31 – 9/5	Self-Testing (ST)	Post-class activity	<ul style="list-style-type: none"> ❖ Utilize self-testing study tool 	TBD	
Week 4: Block 1 Exams; No PCLN Activities						
5	Prior to live session on 9/14	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
	9/14 & 9/16 (CFP) or 9/17			Ms. Kemi Burgen		

	(FTV, PVet, PMed, EMP)			<ul style="list-style-type: none"> ❖ 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. 		
	9/14 – 9/17		Post-class activity	<ul style="list-style-type: none"> ❖ Plan and provide accountability to accomplish personal goals 	Written summary	5
6	Prior to live session on 9/21	Life Balance (RAD) and Test Anxiety (ANX)	Pre-class activities	<ul style="list-style-type: none"> ❖ Identify strategies to maintain a healthy school-life balance. ❖ Explain the value of planning and prioritizing to achieve a school-life balance. 	Online comprehension questions	1
	<ul style="list-style-type: none"> ❖ Describe strategies for dealing with test anxiety. ❖ Assess test-taking skills and create a plan for improvement. 					
	9/21 & 9/22 (CFP) or 9/23		Live session: Ms. Kemi Burgen	<ul style="list-style-type: none"> ❖ Implement strategies that can be used to achieve a healthy school-life balance. 	Session participation	5
	(FTV, PVet, PMed, EMP)			<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	Prior to live session on 9/28	Informal Study Group (TWK)	Pre-class activities	❖ Plan study session that considers effective elements to active group learning		5
	9/28		Live Session: Dr. Peter Slinger	❖ Collaborate in executing an effective group study session	Active participation	
Week 8: Block 2 Exams; No PCLN 301 Activities						
9	Prior to live session on 10/12	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
	10/12	INP & ST	Live session: Dr. Alyson Reuben & Dr. Mondel George	<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
	10/12-10/15		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	TBA	Live Session	❖ TBA	In-class participation	5

11	10/26	Self-regulated learning	Self reflection	❖ Reflect on implementation of learning strategies to strengthen study skills.	LASSI post-test & class reflection	4
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Course completes with submission of Portfolio Assignment on 10/31



PCLN 302: Communication for the Health Professions I (CHP 1)

Course Syllabus: Fall 2021

Teaching Team Contact Information

Ms. Karina Daniel (Course Director)

444-5008, ext. 3861
kdanie1@sgu.edu
karinadaniel.youcanbook.me

Mr. Brenard Malcolm

444-4175, ext. 3155
bmalcol2@sgu.edu
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Ms. Dorcina Noel

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dnoel7@sgu.edu
dorcinoel.youcanbook.me

Ms. Marie Benjamin

444-5008 ext. 3892
mbenjam2@sgu.edu
mariebenjamin.youcanbook.me

Office Location: Department of Educational Services (DES), Top floor
Office Hours: By appointment (book via youcanbook.me – see pg. 3 for instructions)
Class Schedule: Wednesdays: 8:30 am – 9:20 am & Fridays: 11:30 am – 12:20 pm
Class Location: Science Hall
Credits: 2

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 and use evidence to make an argument
- integrate and synthesize information from different sources
- utilize and give feedback
- document sources appropriately in the APA 7th Edition style

Cooperative Learning

Because the success of the learning community depends on the effort we all put in, we all need to be committed. 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.**

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. We recognize that learning is a process of change that can be difficult for the learner, and as your facilitators in the learning process, we are here to help you. However, independent learners ultimately 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, completing short assignments and 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.

Students on campus must attend classes in person. Students attending virtually will access the classroom via Zoom. There will be one synchronous (live) class session each week and one asynchronous session. Materials for each sessions will be released on Sakai Lessons at the respective class times. Alternative arrangements will be made for students unable to attend the synchronous session.

Required Texts and Materials

There is no required textbook for this class. All necessary materials will be available on Sakai. For students who will access the course 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, go to Lessons > Resources > Assignment and Course Guidelines.

Course Schedule

See the Course Schedule in *Lessons > 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.
 - Students on campus must attend classes in person.
 - **For virtual students, your camera must be turned on to gain attendance points.** 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. If you are unable to turn your camera on during a class, please inform the course director.
 - Attendance points will be deducted from students who log in/attend class more than 10 mins **late**.
 - Attendance points will be deducted from students who log off/leave before the end of class.
- **Missing class:** You may miss up to 2 classes over the term without being penalized. If you miss class, it is your responsibility to 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 and professionalism:** It is rude and unprofessional to use technology inappropriately during class. This means that during class, you should not be sending inappropriate or distracting Zoom chat messages, 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. **Appointments can be made directly by checking the availability of the cohort leader you'd like to see on youcanbook.me (see contact information on page 1) and then by making an appointment. There is no need to email your cohort leader before booking an appointment on youcanbook.me.** Appointments can be in person or on Zoom.

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 and allow 48 hours for a response before sending a follow up 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 *Lessons > Resources > Assignment***

and Course Guidelines. 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 to 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: your name, 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, Graphic Organizer, and Literature Review), the penalty for being late is 10% per day up to 5 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 Lessons.
- **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: Communications for the Health Professions II (CHP 2) Fall 2021 Course Syllabus

**Note that the course syllabus is subject to change throughout the term, but students will be notified of any significant changes.*

Teaching Team and Contact Information

Jill Paterson (Course Director)
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Marie Benjamin
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444-5008, ext. 3892
mariebenjamin.youcanbook.me

Office Location: Department of Educational Services (DES), Top floor
Office Hours: By appointment via youcanbook.me (instructions on pg. 3)
Class Location: Dual delivery on **Zoom (online)** and **Science Hall (on-campus)**. ****Classes will be held on Zoom for the first couple of weeks, for both online and in-person students, until Science Hall becomes available for in-person sessions.***

Class Schedule

Synchronous Lessons: Mondays, 10:30 AM – 11:45 AM AST
Asynchronous Lessons: Posted weekly after synchronous lessons
Workshop Lessons: Fridays, 10 AM – 11:15 AM AST (*optional but weeks 7 & 11 are mandatory*)

Course Description

This course is designed to help students develop skills in critical thinking, problem solving, argumentative writing, and professional communication. It builds on the principles acquired in CHP 1 by requiring students to apply evaluative research skills to analyze and formulate strong, original arguments. Through a variety of learning activities, students will sharpen their analytical skills and hone their ideas to present informed, reasoned opinions in verbal and written forms. This course will not only prepare students for communication in their university coursework, but also in their professional careers and the English component (20%) of the PM/VSCE; students must attain a passing grade in the written portion of the PM/VSCE to enter med/vet school.

Framework

The **One Health One Medicine** framework, which is an integration of multiple disciplines under health, is a central part of this course. As a result, assignments and in-class activities will make practical applications to human, animal, and environmental health.

Learning Outcomes

By 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 peers
- Provide constructive feedback on colleagues' work

Prerequisite Skills

Students should be familiar with the following aims of CHP 1

- 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

Required Texts and Materials

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. Please note that CHP 2 will be building on skills from CHP 1; therefore, content and skills learned in CHP 1 will not be reviewed in depth. Instead, students are expected to review foundational materials they deem necessary to support their learning in CHP 2.

Methods of Instruction

CHP 2 is a **student-centered** course. Though some lecturing is included, the main methods of instruction are self-directed learning activities, classroom discussions, reading and writing exercises, collaborative learning, videos, and research. Your instructors are dedicated to your success and will provide you with all the support needed to finish strong. However, the course aims to prepare you for critical thinking and communication **beyond the classroom**; therefore, you are expected to take ownership and practice ongoing independent learning. As a result, to succeed in this course, **students must complete work outside of class**.

The course follows a hybrid, dual-delivery format in which classes are directed online and in-person, simultaneously. Each week will consist of 3 main components:

1. **Synchronous Session:** This is the main session each week. Students will meet with the course instructors on Zoom and at the physical SGU location to engage in the learning activities for that week.
2. **Asynchronous Session:** The asynchronous lesson is the second session each week, typically released after class on *Sakai > Lessons* tab, and completed independently. Those lessons often consist of PowerPoints, videos, and other resources that must be reviewed to complete the associated **weekly assignments (WAs)**.
 - **A note on Panopto:** *Some asynchronous lessons include Panopto videos that students must watch **entirely** to receive the associated points. Note that Panopto records student viewership accurately and actions like skipping parts or listening on higher speeds will affect those records and ultimately reduce scores. Therefore, we suggest that students carefully devote time to watching videos in their entirety.*
3. **Workshop Session:** This is the second dedicated slot on the preclinical schedule for CHP 2, conducted fully online. Students may choose to join instructors in these sessions for assistance with the weekly assignments. We encourage students to attend workshop hours as they will be beneficial for staying abreast with the course and understanding challenging concepts.

Grade Breakdown

% Grade	Assessment
20%	Attendance & Professionalism
30%	Asynchronous Lessons and Weekly Assignments (WAs)
20%	Analysis Paper (AP) <ul style="list-style-type: none">• AP Outline (10%)• AP Conference (15%)• AP Draft 1 (25%)• AP Final (50%)
30%	Proposal Paper (PP) <ul style="list-style-type: none">• PP Outline (10%)• PP Conference (15%)• PP Draft 1 (25%)• PP Final (50%)

For more information on the major assignments, see "Assignment Guidelines" in "Resources" on Sakai. Materials for each assignment will be posted throughout the term, as they become necessary for you to review.

Course Schedule

See the [Course Schedule in Sakai Resources](#) for assignment due dates. We have provided an electronic copy that is subject to change throughout the term, but we will inform you if there are any critical changes. It is your responsibility to be aware of the weekly assignments and due dates.

Course Guidelines and Accountability Communication

- **Office hours:** The teaching team is here to help you. All appointments will be conducted via Zoom during the work week. 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. Students who prefer to meet with a cohort leader in-person should inform us ahead of time so that the necessary safety protocols can be arranged. This can be indicated in the youcanbook.me notes section.
- **Email:** Emails must be professionally formatted, include professional language, and an informative subject line. You are not guaranteed a response to emails sent over the weekend or outside of working hours until the next business day; therefore, we encourage you to send emails when the instructors are most available (during the work week). 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:** Please read all assignment guidelines carefully before submitting. A specific set of guidelines are provided for each major assignment and weekly assignment. Failure to follow instructions in this course will seriously affect your grade. Note that there are **two 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.

- *Submitting Assignments:* 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 time 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). It is also your responsibility to account for slow upload times (give yourself at least 10 minutes before the deadline to upload) and to ensure that your assignments have correctly uploaded (confirmation e-mail).***
- *File naming conventions:* All electronic versions of work submitted for grading must have informative names. Every file name should have the following components: Sakai Username of full name, assignment name (may be abbreviated), and if applicable, a draft number. For example, if Jill were a student submitting the first draft of the Proposal Paper, she could name it Jill Paterson_PP_D1 or jpaterso_PP_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 and Late Submissions:* 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 submissions **will be penalized 10% per day up to 5 days**, after which a zero will be given. In extenuating circumstances, it may be possible to arrange an extension on a deadline, so email your cohort leader to arrange this **before the deadline**.
- *PM/VSCE Essay Practices:* Throughout the term, students will get the opportunity to complete practice exams resembling the written portion of the PM/VSCE. The exam comprises 2 essays, an analysis question and a proposal question, so you will be required to complete 2 practices for each question. These practices are graded on effort, but we encourage you to devote quality time when completing these essays. Your instructors will be available to meet with you about your submissions to discuss your performance, progress, and concerns.

Attendance and Professionalism

- *Attendance and Tardiness:* Attendance is **mandatory** and will be recorded. Students are considered late if they arrive after the start time, whether online or in person, and **absent if they arrive 10 mins** late. We understand, however, that many factors could affect your attendance, so you may miss up to 2 classes over the term without being penalized.
- *Missing Class:* If you miss class, it is your responsibility to find out what was missed from peers and review the materials from Sakai to practice the in-class tasks independently. Should you have questions about the class after reviewing the materials, please contact your cohort leader.

- *Classroom Etiquette:* Both virtual and in-person students will be expected to maintain appropriate classroom etiquette, such as active engagement, politeness, and participation. For students joining on Zoom, you must turn on your video cameras on during class and assume an upright frame in the camera—the same way we would see your faces if this were an on-campus classroom. Feel free to use one of the Zoom backgrounds if you'd prefer to keep your actual background private, and if you are unable to turn on your camera due to extenuating circumstances, please email one of the course instructors to let us know. Being able to see classmates makes it easier to engage with one another and build a sense of community. Students in person are also required to maintain a professional demeanour during class sessions by directing their attention to the presenter and avoiding unproductive classroom chatter. All these practices are considered professional behavior, so failure adhere to them will affect your overall attendance and professionalism grade in the course.
- *Professionalism and Participation:* In addition to the practices outlined above, students are expected to engage in professional communication during class and maintain focus on assigned activities. 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. Students start the term with full points for professionalism and participation; however, if there is evidence of unprofessional behavior and lack of engagement in classroom activities, points will be deducted from the attendance and professionalism component of your course grade. Please note that in-class group activities require **teamwork**. Each activity requires you to not only sharpen your collaborative skills, but also share tasks with team members to ensure they are completed on time. It is unlikely that one person can complete the in-class tasks in the allotted time. Therefore, is it crucial for students to split tasks accordingly for timely completion (divide and conquer!).
- *Electronic devices:* It is unprofessional to use technology inappropriately during class. This means that during class, students should avoid sending messages or personal emails, using social media sites, shopping online, etc. If it is apparent that you are distracted from class activities, points will be deducted from your participation grade.
- *Queries regarding 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. 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. This includes plagiarism from sample provided in class. 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.

****Please review the Fall 2021 Course Schedule [here](#).***

DEPARTMENT OF BIOLOGY ECOLOGY AND CONSERVATION

GENERAL COURSE INFORMATION

PCLN 380 - CLINICAL CASES

FALL 2021

CREDITS: 2

DAY/TIME: Friday 1:00-5:00 pm/8:30-10:30 pm

FALL 2021

CLASSROOM LOCATION: *Zoom Online Classrooms

PRE-REQUISITE/S: Completion of Premed year 3, semester 1

COURSE FACULTY:

Dr. Tyhiesia Donald
Contact Information: tdonald@sgu.edu

Dr. Andre Hamlet
Contact Information: ahamlet@sgu.edu

Dr. Terron Hosten
Contact Information: thosten@sgu.edu

Dr. Sonia Phillip
Contact Information: sphillip@sgu.edu

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. 9-10 persons. (A1, B2 etc.)

Group placements will be posted on SAKAI.

WEEKLY SCHEDULE:

Week	Topics/Presentations CC-Ds/EPCSM-Ds	Assignments
Week 1 Aug 20	Introduction to the course Ethical Theories and Principles/ Professionalism in Medicine	Research Ethics and Professionalism
Weeks 2/3 Aug 27/Sep 3	CC #1: Hypovolemic Shock Ethics and Professionalism in Medicine	Research Hypovolemic Shock Paper – Ethics and professionalism in Medicine
Week 4 Sep 10	NO CLASS, PCLN EXAMS	
Weeks 5/6 Sep 17/24	CC#2: Raised Intracranial Pressure Communication Skills in Medicine	Research Raised Intracranial Pressure
*Weeks 7/9 Oct 1/15 *Weeks separated by Midterm	CC#3: Congestive Cardiac Failure Communication Skills in Medicine (Special patient populations)	Research Congestive Cardiac Failure Paper – Communication Skills in Medicine
Week 8 Oct 8	MIDTERM	
Weeks 10/11 Oct 22/Oct 29	CC#4: Chronic Obstructive Airways Disease Socioeconomic Issues in Medicine	Research Chronic Obstructive Airways Disease
Week 12 Nov 5	NO CLASS, PCLN EXAMS	
Week 13/14 Nov 12/19	CC#5: Diabetes Mellitus Socioeconomic Issues in Medicine (Special patient populations)	Research Diabetes Mellitus Paper – Socioeconomic Issues in Medicine
Week 15 Nov 26	Make up Sessions	
Week 16 Dec 3	NO CLASS, FINAL EXAMS	Final due date for Assignments

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).

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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 30th
Mon. Sep 13th
Mon. Sep 27th
Mon. Oct 18th
Mon Nov 8th
Mon Nov 22nd
Mon. Nov 20th

10% of the grade will be subtracted for late submissions.

Assignments submitted after 11:00 p .m., Wednesday, Dec 1st, 2021 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.



St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PCLN 391: Interpreting Health Sciences Research
Number of Credits: 3
Days and Times: Tues & Thursdays, 8:30 – 9:45 am; Alternate: 7.00 – 8:15 PM
Semester and Year: Fall 2021
Classroom Location: Dual Mode – In Person, KBT, East; and Zoom (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: [See below](#)
Course Director Office Hours: NA

Course Lecturer(s) Office Location: [Click or tap here to enter text.](#)
Course Director Office Location: In-Person, Caribbean House or Online

TAs Name and Contact Information:

- Ashley Green: agreen1@sgu.edu
- Isabella Essilfie: iamuasie@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>

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Office Hours

By appointment only, via Signup Genius

Click on the links below to sign up. Schedule only ONE slot per date.

In the “Comments” section on Signup Genius please indicate the following:

- 1) Whether you’re attending in person or via Zoom, and
- 2) Whether you’re scheduling for yourself or your group

Mondays, 2 - 4 PM:

<https://www.signupgenius.com/go/10C0D4CABAA28A3FAC34-baptiste>

Tue, Wed, Thurs, 1:00 – 3:30 PM

<https://www.signupgenius.com/go/10C0D4CABAA28A3FAC34-baptiste1>

COURSE CURRICULUM INFORMATION

Course Description:

What the course is about

What is *empirical* research? Is it the same thing as *scientific* research? What distinguishes it from *institutional* research and other ways of knowing? What are internationally established standards and criteria for interpreting (describing and assessing) empirical, health science, research? These are the major questions examined in this course.

Benefits to you, the students

Upon successful completion of this course, you (the students) will:

- Develop skills needed to describe and assess the design components of peer-reviewed journal articles that follow the IMRaD format.
- Developing these skills will help you in other courses in which you are expected 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.

Course Objectives:

Student Learning Outcomes:

Students who successfully complete the course would be able to:

1. Describe how empirical research is distinguished from *institutional* research and other ways of knowing,
2. Describe and assess design components of empirical health science research,
3. Describe and assess research findings
4. Describe and assess quality indicators and strategies
5. Identify and assess components of hypothesis testing research—i.e., types of variables, levels of measurement, and measures of association.

Topics Covered

1. Levels of measurement
2. Relationships among variables
3. Measures of association
4. The nature of empirical inquiry
5. Describing design components
6. Assessing design components

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7. Identifying and defining key terms
8. Describing and assessing research findings
9. Levels of research procedures
10. Delimitations and limitations
11. Research quality

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 three (3) quizzes (MCQs) and two Article Critiques. The article Critiques are team efforts. Guidelines for each graded assignment are provided on separate handout.

Assignments Breakdown

Due Date/Period	Assignments	%
Thurs Sept 09	Quiz 1 (10 MCQs)	5
Fri Oct 14	Article Critique 1	20
Midterm Week	Quiz 2 (20 MCQs)	15
Nov 25	Article Critique 2	25
Final Exams Week	Quiz 3 (40 MCQs)	35

Class Attendance

This course is offered, synchronously (i.e., in real time) in dual mode – in person, and online (remotely), on Tuesdays and Thursdays from 8:30 – 9:45 PM. In person classes are held in KBT East. The online is facilitated via Zoom.

Joining Zoom as an Authenticated User

Remote learners must join the Zoom sessions as **Authenticated Users**. To do so please follow the instructions below.

1. If this is the first time that you are doing this, start the process **at least 10 minutes before class time**.
2. Go to Sakai and open the course, **PCLN 391**,
3. Click the Zoom button at the **top left** of your screen,
4. Locate the particular class session and click the **Join** link,

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5. On the browser window which displays Zoom is launching, there is a link which asks you to download and install the Zoom client. Click that link and let Zoom install.
6. When the Zoom desktop client is installed, login using the **SSO login steps** as shown in this [video](#) (<http://ior.ad/6Wk3>).
7. The Zoom class will then open.

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Course Schedule:

Click or tap here to enter text.

DATE	TOPIC
Week 1 – Aug 17 & 19	Orientation and course introduction Levels of measurement
Week 2 – Aug 24 & 26	Levels of measurement Assessing quality in measuring variables
Week 3 – Aug 31 & Sept 02	Relationships among variables Measures of association
Week 4 – Sept 07 & 09	Integrated Exams <i>Quiz 1</i>
Week 5 – Sept 14 & 16	Nature of scientific inquiry <i>AC1 Action Plan due (Sept 16)</i>
Week 6 – Sept 21 & 23	Research Funnel Identifying design components <ul style="list-style-type: none"> ○ Social rationale ○ Intellectual rationale
Week 7 – Sept 28 & 30	Research Funnel Identifying design components <ul style="list-style-type: none"> ○ Social rationale ○ Intellectual rationale ○ Research purpose ○ Significance of study
Week 8 – Oct 05 & 07	Integrated Exams <i>Quiz 2</i>
Week 9 – Oct 12 & 14	<i>AC1 due (Fri Oct 15)</i> Assessing design components <ul style="list-style-type: none"> ○ Social rationale ○ Intellectual rationale
Week 10 – Oct 19 & 21	Assessing design components <ul style="list-style-type: none"> ○ Research purpose statement ○ Significance of study
Week 11 – Oct 26 & 28	Identifying and defining key terms Identifying and assessing Research Findings
Week 12 – Nov 02 & 04	Integrated Exams
Week 13 – Nov 09 & 11	Levels of research procedures
Week 14 – Nov 16 & 18	Delimitations and Limitations Research quality
Week 15 – Nov 23 & 25	Research quality <i>AC2 Due</i>
Week 16 Dec 01 – Nov 30	Final Exams Week <i>Quiz 3</i>

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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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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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: Phil 102 Contemporary Religion
Number of Credits: 3
Days and Times: Tuesdays, Thursdays 4:00 pm – 5:15pm
Semester and Year: Fall, 2021
Classroom Location: SAH – Middle Room and Online/Zoom
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: Mondays – Fridays 8:00 am – 8:00 pm, Virtually
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Balisier Building, 1st Floor
Course Director Office Location: Balisier Building, 1st Floor

Course Support: Ms. 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:

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:

- CLO 1. Analyze components of religion, beliefs, and faith traditions, from a global and thematic perspective through written exercises and in-class dialogue.
- CLO 2. Assess the cultural and historical context of world religions.

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CLO 3. Identify religions with terminology such as inclusivist, exclusivist, relativist, and absolutist.

CLO 4. Examine religious studies as an interdisciplinary academic pursuit

CLO 5. Interpret the human experience through the lens of belief and how one can process complexity through empathy, perspective taking, and tolerance.

Student Learning Outcomes:

SLO 1: Demonstrate a working knowledge of how to study religions through components such as sacred texts, art & music, stories, etc.

SLO 2: Critically analyze sacred texts with hermeneutical and exegetical strategies with the goal of understanding sacred text within the context it was intended.

SLO 3: Develop strategies for creating a safe space for critical discourse about belief and religion through mutual respect, empathy, and the pursuit of understanding.

SLO 4: Question the extent that culture and society have affected religious belief towards a deeper understanding of one's own set of beliefs with the intent of deepening one's understanding of humanity and belief.

Program Outcomes Met By This Course:

PO. 1: Critically analyze social, cultural, and environmental issues as an individual as well as from a global perspective.

PO. 3: Effectively and accurately consume and produce information orally, written, and visually to extract and construct meaning through creativity, analysis, and critical thinking.

PO. 5: Examine the human experience through culture, perspective-taking, and tolerance towards becoming an empathic citizen of the world.

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:

Assignments 50%

Quizzes 30%

Participation 20%

TOTAL 100%

Course Requirements:

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

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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%

Course Schedule:

Course Schedule:

Week 1:

T: Introductions

Th: Studying religion: What is belief?

Week 2: Worldview and Framework

Week 3: Origins

Week 4: Sacred Texts

Week 5: Oral Traditions

Week 6: Deities

Week 7: Midterm Week, Written Assignment #1 Due

Week 8:– Heroes, Miracles, and Rituals

Week 9: Geography and Sacred Sites

Week 10: Art and Music

Week 11: Institutions

Week 12: The Good Life

Week 13: The Afterlife

Week 14: Living in a plural and complex world/Review
Written Assignment #2 Due

Week 15: Finals Week

POLICY INFORMATION

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Attendance Policy:

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Click or tap here to enter text.

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 **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PHIL 107: Critical Reasoning
Number of Credits: 3
Days and Times: Mon, Wed, 9:30 am – 10:45 am
Semester and Year: Fall 2021
Classroom Location: SAH – End Room and Online/Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Dr. Oliver Benoit
Course Director Name: Dr. Oliver Benoit

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

Course Lecturer(s) Office Hours: Tuesdays 11:00 am – 12:00 noon
Course Director Office Hours: Tuesdays 11:00 am – 12:00 noon

Course Lecturer(s) Office Location: Ballsier Building – upstairs
Course Director Office Location: Ballsier Building – upstairs

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 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.

Course Objectives:

1. Formulate a personal view of the meaning of life.
2. Develop the ability to determine freewill within a world governed by natural laws.

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3. To use deductive and inductive logic within an argument and to recognize common fallacies.
4. Explain the meaning of justice and to ascertain an action that is deemed right or wrong.

Student Learning Outcomes:

1. Students will be able to describe the main features of the scientific method and contrast it with other forms of inquiry.
2. Students will be able to differentiate and compare concepts such as premises and conclusions; inductive versus deductive, among others.
3. Students will be able to apply principles of critical thinking such as logical fallacies, rhetorical devices in their daily interaction.
4. Students will be able to formulate arguments with sound and persuasive reasoning.
5. Students will be able to Identify and understand the common psychological barriers to logical and critical thinking.
6. Students will develop an appreciation for the creativity and productivity in the visual arts.

Program Outcomes Met By This Course:

PO.1 Critically analyze global and regional 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: 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:

Continuous assessment through discussion:	10%
1:Paper or Quiz:	30%
2:Paper or Quiz:	30%
3:Paper or Quiz:	<u>30%</u>
TOTAL	100%

Course Requirements:

There will be continuous evaluation of student’s work throughout the semester accounting for 10% of the overall grade. Evaluation will also include three (3) major assignments that will account for 90% of students overall grade.

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Assignments	Percentage of Grade
Students are required to take an active part in classroom discussions; 10% of the final grade will be based on this participation	10%
Three other papers or in class quiz.30% each paper	90%

Course Schedule:

Week 1

August.

Mon:16. Welcome – Syllabus, Outline of the course, Policies & Procedures; Introduction. Introduction by Kaye, Sharon M.(2009)Critical Thinking. Basic Concepts: Why Critical Reasoning?

Wed:18. Teaching Critical Thinking through Media Literacy.

Readings:

Socrates Café, p.2-35

Class reading. Discussion of Miniature Guide to Critical Thinking

Hanscomb, Stuart (2017) Critical Thinking: the basics.

Heidegger, Martin (1968) What is Called Thinking? Lecture 1.

Week 2

Mon:23 Concepts and Propositions

Wed: 25 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

Mon: 30. Recognizing arguments

September

Wed: 1. Discourse on the meaning of philosophy and critical thinking

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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.

Mon: 6. General features of an argument; Recognizing arguments; Premise and Conclusion.

Wed: 8. Two types of Reasoning: Inductive and Deductive

Readings:

Moore and Parker Critical Thinking (9th edition) p. 16-19

Week 5

Mon:13. Language and its Use; truth and validity

Wed: 15. 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

Mon : 20. Deductive and Inductive argument 1; Logic

Wed: 22. Causal explanation

Readings:

Moore and Parker Critical Thinking (9th edition) p. 346-373; p. 385-411

Quiz/ Paper (3-5 pages)

Week 7

Mon : 27. Justice and Equality

Wed :29. 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

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Peter Singer (2009) *Animal Liberation: the definitive classic of the animal movement*. Read Chapter 1. Pages 1-23.

Midterms: 4th-6th October **Week 8**

Week 9

Mon: 11. Moral, legal and aesthetic reasoning

Wed: 13. Moral, legal and aesthetic reasoning, cont'd

Week 10

Mon: 18. Ethics and Morality

Wed: 20. Ethics and Morality

Week 11

Mon:25. Ethics and Morality

Wed: 27. Ethics and morality

Week 12

Mon: 21. Art and Critical Reasoning

Wed: 23. Art and Critical Reasoning

NOVEMBER

Week 13

Mon: 1. Art and Critical Reasoning

Wed: 2. Art and Critical Reasoning

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

Thiroux: Ethics, Theory and Practice

Kant: Fundamental Principles of Metaphysic of Morals

Peter Singer: Animal Liberation

November Week 14

Mon: 8. The Meaning of Life and Death

Tue: 9. The Meaning of Life and Death

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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

Quiz/ Paper (3-5 pages)

Mon: 15.

Wed. 16.

Mon: 20. Discussions

Wed. 23. Evaluation

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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:

“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:

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:

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 and Title: PHYS 200; Physics for Life Sciences

Semester and Year: (Fall 2021)

No. of Credits: 4

Pre-requisite(s): None

Classroom Location: To be updated

Course Director Name: Ms. Sharlene Beharry

Course Lecturer Name(s): Ms. Sharlene Beharry

Course Director Contact Information: sbharry@sgu.edu

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

Course Director Office Hours: To be updated; email sbharry@sgu.edu for a zoom meeting time

Course Lecturer(s) Office Hours: To be updated; email sbharry@sgu.edu for a zoom meeting time

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%
Midterm examination	25%
Laboratory work	25%
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

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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.

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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.	
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
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
7	Review	
8	Midterm 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
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	
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.

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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 17 & 19 Basic Maths and Physical quantity
Base quantities and base units
Derived quantities and units
dimensions and its' uses

Week 2. Vectors and Scalars
Aug 24 & 26 Scalar and vector quantities
Resolving vectors into components
Addition of vectors

Week 3 – Aug 31 & Sep 2 Subtraction of vectors

Week 4. Kinematics in one and two dimensions
Sep 7 & 9 Displacement, velocity and acceleration
Linear uniform accelerated motion – use of equations of motion

Sep 14 Quiz # 1 Topics- Vectors and Kinematics

Weeks 5 & 6 Sep 16, 21, 23 Simple projectiles

Week 7. Sep 28 – Quiz 2 Topic - Projectiles

Week 7 Sep 30 Dynamics
Forces, Newton's Laws of motion
Friction, Inclined planes

WEEK 8 MIDTERM EXAMS Oct 4 - 8

TOPICS – Physical quantities, vectors, kinematics, Projectiles, Dynamics

Week 9: Oct 12 & 14 Momentum , work, energy, power
Linear momentum, collisions and impulse
Work, power and energy(Potential and kinetic)

Assignment 1 – Project – Due date Nov 16

Assignment 2 - Topic – Momentum collision and impulse. Due date: Oct 21

Week 10 Oct 19 & 21 Circular Motion & Gravitation
Angular velocity, centripetal acceleration
Kinematics of circular motion
Dynamics of circular motion
Newton's Law of gravitation

Assignment 3 Oct 26 – Topic Circular motion and gravitation. Due Nov 2

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Week 11 Oct 26 & 28 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 2 & 4 Vibration
Simple Harmonic Motion,
Damped Harmonic motion
Forced, vibration and resonance

Quiz 3 Nov 9 – Topic Equilibrium

Week 13 Nov 11 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 4 Nov 18 – Topic – Stress, strain and young's modulus

Week 14 Nov 16 Heat
Thermometry- Temperature scales,
Types of Thermometers
Specific Heat Capacity,
Specific Latent Heat(Fusion, Vaporization)
Change of Phase

Week 15 Nov 23 & 25 Heat continued

Week 16 NOV 29 TO DEC 3rd – FINAL EXAMS

FINAL EXAMS- ALL TOPICS AFTER MIDTERM
Circular motion, momentum, equilibrium , stress, strain, vibration, waves, heat

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Spring 2020

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Click or tap here to enter text.

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Click or tap here to enter text.

Policy/Procedure Related to the Department:

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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 2021

No. of Credits: 4

Pre-requisite(s): PHYS 201 General Physics 1

Classroom Location: (TBA)

Course Director Name: Ms. Sharlene Beharry

Course Lecturer Name(s): Ms. Sharlene Beharry

Course Director Contact Information: sbeharry@sgu.edu

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

Course Director Office Hours: **To be updated; email sbeharry@sgu.edu for a zoom meeting time**

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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 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.

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.

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.

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:

Biology Program Outcomes:

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.
2. Demonstrate effective communication of scientific knowledge.
3. Demonstrate problem solving and critical thinking skills.

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

Course Requirements and Percent of Grade:

ASSESSMENT

Class examinations/ quizzes; dates (TBG)
Lab exercises, Mid-Term Examination, Final Exams

The breakdown of overall grade will be as follows:

Class Exams and assignments	20%
Mid-term examination	25%
Laboratory work	25%
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%

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*.

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	Lab 2
4	Current Electricity: Electric current; Microscopic level; Current Density; Ohm's Law; Resistivity; Resistance; Series and Parallel combinations;; Voltage sources;	Lab 3
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
7	Review	
8	Midterm Examination	MIDTERM
9	Magnetism: brief history; Comparison of magnetic force with gravitational and electric	Lectures alone

	forces; Definition of the Magnetic Force; Magnetic Field; Force on wire ; Gauss's law for the magnetic field.	
10	Magnetism: Biot- Savart Law; Ampere's Law, Faraday's Law; Mass spectrometer	Lab 6
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 7
12	Light: Waves and rays; Reflection; refraction; Mirrors (plane, concave and convex; Thin lenses (convex and concave), Image formation; Wave effects;	Lab 8
13	The human eye. Optical defects. Accommodation	Lab 9
14	Lasers. Introduction to Atomic and Nuclear Physics.	Lab 10
15	Review	Review
16	FINAL EXAMINATION	FINAL EXAMINATION



Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: POLI 200 Introduction to Political Science
Number of Credits: 3
Days and Times: MON, WED, FRI; 5:30 P.M.- 6:20 P.M.
Semester and Year: Fall 2021
Classroom Location: L H – D 1 B
Pre-requisite(s): None

Course Lecturer Name(s): Damian E. Greaves
Course Director Name: **Damian E. Greaves**

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

Course Lecturer(s) Office Hours: Tues & Thurs: 10:00 A.M.- 1:00 P.M.; Fri: 1:00 P.M.- 4:00 P.M.

Course Director Office Hours: Ditto

Course Lecturer(s) Office Location: Ballsier Building, Upper level
Course Director Office Location: Ditto

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 is a general introduction to the study of political science as an academic discipline and provides the basic tools for a more advanced study of politics. It is largely theoretical and conceptual in nature, and foundational in intent. It seeks to familiarize the student with the units of analysis and the main concepts in political science. The course deepens students' understanding of the way political processes work and the mechanics of arriving at collective, binding decisions in the political order. It will also assist in a more critical and analytical treatment of contemporary political issues and challenge students to look to alternative and 'disruptive thinking' through research and discussion.

Course Objectives:

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*.

Students should:

1. Understand the discipline of Political Science
2. Critically analyze the roles and function of the State
3. Evaluate the various theoretical perspectives on the State
4. Identify the differences between governance and government
5. Distinguish between politics as an art and politics as a science
6. Evaluate the concepts of the nation and nationalism
7. Compare parties and party systems,

Student Learning Outcomes:

1. Develop an understanding of the key concepts in political science.
 2. Explore the implications of philosophical assumptions to develop an understanding of the role of the state in contemporary political life.
 3. Critically assess liberal democratic governance, theoretically and through the examination of major and relevant models of liberal democratic practice in the UK, US and the Caribbean.
 4. Theoretically understand the issues of global politics, nations and globalization
 5. Explore the nexus between economy and society, through an analysis of economic systems, social structure and divisions.
- Evaluate traditional and current theories of the state to an understanding of the role and functions of the state.

Program Outcomes Met By This Course:

Students will 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%
- F = 65% or less

Course Materials:

Text: No special text is recommended for this course. Students are advised to use a variety of reading resources

Supplementary Readings/Resources: Will be supplied during the course of semester as per module and topic.

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*.

All students will be required to submit the following during the course of the semester: two forum discussions (one in the first half of the semester and one in the second), with at least two accompanying references, a midterm paper with a page range from 1200-1500 words with at least eight references, and in the recommended APA style of citation and referencing.

Method of Evaluation	Deadline for Submission	Maximum Grade/Points (%)
Forum Discussion 1	Friday 3 rd Sept.	10
Mid-Term Paper (1200-1500 words)	Wed. 29 th Sept.	25
Forum Discussion 2	Mon. 1 st Nov.	10
Group Presentations (in-class)	Mon. 22 nd & Wed. 24 th	15
End of Term Paper (1500-2000 words)	Fri. 26 th Nov.	30
Attendance & Participation	N/A	10
TOTAL		100%

The two discussion forums require students to submit succinct and concise responses to recommended topics and should range between 550 - 600 words. Ideas should be supported by **at least two** references. Each student must also respond to **at least two** of his/her colleagues' submissions. Your responses ought not to exceed one paragraph.

In addition, students will be placed into groups each being required to make presentations on an assigned topic, towards the end of the semester.

Students will also be graded on attendance and participation and will be expected to submit an end of term paper ranging from 1500-2000 words with **at least 10 references**, in the recommended APA style of citation and referencing.

Course Requirements:

Attendance & participation in classes and timely completion of all assignments

Date	Topic/Reading
AUG Mon 16 –20 th	Course Information/ Orientation, Introduction of class members; Team Building – Course Assignments
	MODULE 1: THE NATURE OF POLITICS
Mon 23rd	What is politics?/Is politics a science?
Wed 25th	Concepts and Terms Relative to Understanding the Scope and Nature of Politics
Fri 27th	Concepts and Terms Relative to Understanding the Scope and Nature of Politics

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Mon 30 th	Modules and Theories of Politics
SEPT. Wed 1st	Political Ideologies: Liberalism, conservatism
Fri 3rd	Liberal ideologies: Socialism, other ideological traditions Deadline: Forum Discussion 1 Topic: How could you defend politics as a worthwhile and ennobling activity?
	MODULE 2: Democracy
Mon 6 th	What is democracy?
Wed 8 th	Models of democracy
Fri 10 th	Democracy: some rival views
	Module 3: The State
Mon 13 th	Theories of State: Pluralist; Capitalist
Wed 15 th	Theories of the State: Leviathan; patriarchal
Fri 17 th	Role of the state
Mon 20 th	The state in a global era
	Module 4: Nations & Nationalism
Wed 22 nd	What is a nation?
Fri 24 th	Types of Nationalism: Liberal; Conservative
Mon 27 ^h	Types of Nationalism: Expansionist
Wed 29 th	Types of Nationalism: Anti-colonial
OCT. Fri 1 ST	The Future of the Nation State
	Mid-Terms Exams OCT. Mon 4th - Fri. 8th

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	<p>Topic: What do you understand by the concept democracy? Is Caribbean democracy under threat today? What is your explanation of this situation?</p> <p>Deadline: Midterm Paper – Mon. Oct. 04</p>
	MODULE 5: Political culture, Identity
Mon 11 th	Political Culture – Civic Culture or Ideological Hegemony?
Wed 13 th	Identity and legitimacy
Fri 15 th	<p>Module 6: Representation, Elections & Voting</p> <p>Theories of Representation – Trusteeship; Delegation; The Mandate; Resemblance</p>
Mon 18 th	Elections – Functions of Elections
Wed 20 th	Electoral Systems – ‘First past the post’; Second ballot; alternative vote
Fri 22 nd	Electoral Systems – additional member; single- transferable-vote; party list
Mon 25 th	Holiday – Thanksgiving
Wed 27 th	Voting Behavior: Theories of Voting – Party-identification Model; Sociological Model; Rational – choice model; Dominant –ideology model
	Module 7: Parties & Party Systems
Fri 29 th	Types of Party; Functions of Parties
NOV Mon 1 st	<p>Party Systems – One-party; two-party; Multi-party</p> <p>Deadline: Forum Discussion 2</p> <p>Topic: Is it fair to describe Caribbean prime ministers as “elected dictators? Justify your claims.</p>
	Module 8: Constitutions & the Law
Wed 3 rd	What is a constitution? Constitutional Reform
	Module 9: Political Executives
Fri 5 th	Role of Executive
Mon 8 th	Presidents, Prime Ministers, Cabinets

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*.

Wed 10 th	The Politics of Leadership
	Module 10: Assemblies
Fri 12 th	What is an assembly? /Functions of Assemblies/Structure of Assemblies
Mon 15 th	Parliamentary systems vs. presidential systems
Wed 17 th	Bicameralism; Federalism
Fri 19 th	Review of course
Mon 22 nd	Group Presentations
Wed 24 th	Group Presentations
Fri 26 th	Deadline for Submission of End of Term Paper Topic: Caribbean people have changed, while the independence constitutions have not. To what extent is this statement true? What are the implications of constitutional reform?
Mon 29 th Nov- Fri 3 rd Dec.	Final exams

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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 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).

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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,

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.

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.

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.

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*.

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 require professional writing. Be discerning with your use of “texting” writing.

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*.



Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: POLI 331 Political Geography
Number of Credits: 3
Days and Times: Tuesdays and Thursdays 2:30 pm - 3.45 pm
Semester and Year: Fall Semester 2021
Classroom Location: FA2 and Online/Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Gregory Renwick BBA, MA, LLB (Hons)
Course Director Name: Gregory Renwick

Course Lecturer(s) Contact Information: 439-2000 ext.3361 and 414-7500
Course Director Contact Information: 439-2000 ext.3361 and 414-7500

Course Lecturer(s) Office Hours: Open
Course Director Office Hours: Open

Course Lecturer(s) Office Location: Balisier Building
Course Director Office Location: Balisier Building

Course Support: Ms. Nichole Phillip, nphilli2@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:

Click or tap here to enter text.

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:

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*.

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 trade
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 1. Critically analyze social, cultural, and environmental issues as an individual as well as from a global perspective.

PO 2. Develop quantitative literacy skills and confidence using data and evidence.

PO 3. Effectively and accurately consume and produce information orally, written, and visually to extract and construct meaning through creativity, 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 = 64.4% or less

Course Materials:

Text: 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.

Supplementary Readings/Resources: Handouts and relevant websites for certain topics will be provided from time to time.

Course Grading Requirement:

Assignments	25%
Midterm take home assignment	25%
Final/Project Presentation	35%
Class participation and Discussion	15%
Total	100%

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

1. 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:

Click or tap here to enter text.

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.
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

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*.

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.

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”
[\(https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/\)](https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Late submission of assignments will result in an automatic mark reduction unless there was prior notification and approval.

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.

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.

Policy/Procedure Related to the Department:

In 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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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

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 2021
Classroom Location: Tuesdays: Asynchronous / Self Study. Thursdays: KBTH-East.
Pre-requisite(s): N/A

Course Lecturer Name(s): Hazel Da Breo, PhD
Course Director Name: **Hazel Da Breo, PhD**

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

Course Lecturer(s) Office Hours: Fridays, by appointment.
Course Director Office Hours: **Fridays, by appointment**

Course Lecturer(s) Office Location: N/A (Ballsier Bldg. Ground Floor)
Course Director Office Location: N/A

Course Support: **Ms. Nikisha Thomas / Ms. Nichole Phillip**

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 universality, among others. The course will assume an interactive and real-life application approach.

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:

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 introspection 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:

[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: Understanding Psychology, 11th ed., by Charles G. Morris and Albert A. Maisto

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*.

Supplementary Readings/Resources: TBA (journal articles)

Course Grading Requirement:

Course Assessment

Chapter Tests	35%
Final Exam	30%
Assignment(s)	30%
<i>Group Case Study Analysis (Live Groups)</i>	15%
<i>Experiment (Video)</i>	15%
Attendance	5%

Course Requirements:

N/A

Course Schedule:

PSYC 201: INTRODUCTION TO PSYCHOLOGY FALL 2021 COURSE SCHEDULE:

DUE DATES ARE FOR SUBMISSION IN SAKAI.

WK	DATE	TOPIC [] – Choose only 1 Experiment for the course	PPT CH #	FELDMAN PDF TEXT CHAPT
1	August 16	Course Introduction	1	1
		The Science of Psychology	1	2
2		The Biological Basis of Behavior: Neurons; CNS	2	3
	August 23	Peripheral System, Endocrine, Genes etc.	2	3
Online Test #1 (Ch. 1 & 2) (Open from Mon, Sep. 6 to Fri, Sep. 10 @ 11:55 PM)				
3	August 30	Sensation and Perception	3	4
Experiment for PPT Ch. 3: Visual Illusions, Expectations & Cognitive Style (Due in Sakai on Fri, Sep. 10 @ 11:55 PM)				
4	September 6	States of Consciousness	4	5
		States of Consciousness (Drug-Altered Consciousness)	4	5
5	September 13	Learning, Part 1		
Online Test #2 (Ch. 3 & 4) (Open from Mon. Sep.20 – Fri, Sep 24 @ 11:55)				
Experiment for Ch. 4: Monitor Your Sleep Cycle (Due in Sakai on Fri, Sep. 24 @ 11:55 PM)				
	September 20	Learning, Part 2	5	6
6			5	6
		Case Study Analysis – Analyzing Real Life Situations	5	6
Experiment for Ch. 5: Human/Animal Training (Due in Sakai on Fri., Oct. 1st @ 11:55 PM)				
7	September 27	Memory, Parts 1 & 2	6	7
			6	7
Experiment for Ch. 6: Eye Witness Accounts (Due in Sakai on Fri., Oct. 8th @ 11:55 PM)				
8	October 4	MIDTERM EXAMS – NO CLASSES Online Test #3 (Ch. 5 & 6) (Open Mon, Oct. 11 – Fri, Oct. 15@ 11:55 PM)		
9	October 11	Cognition and Mental Abilities Parts 1 & 2	7	8
10	October 18	Motivation and Emotion Parts 1 & 2	8	10
Online Test #4 (Ch. 7 & 8) (Open from Mon, Oct 25 to Fri, Oct 29 @ 11:55 PM)				
11	October 25	Life-Span Development (Adolescence, Adulthood, Late Adulthood)	9	12
				1

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12	November 1	Personality	10	13
		Experiment for Ch. 9: Testing Child Cognitive Development—Piaget) (Due in Sakai on Fri. Oct.22nd @ 11:55 PM)		
		Online Test #5 (Ch. 9 & 10) (Open from Mon, Nov. 8 – Fri, Nov. 12 @ 11:55 PM)		
		Experiment for Ch. 10: (a) Testing Personality OR (b) What’s in an Inkblot? (Due in Sakai on Tues., Fri. Oct. 29 @ 11:55 PM)		
13	November 8	Psychological Disorders, Parts 1 & 2	12	15
			12	15
14	November 15	Social Psychology Parts 1 & 2	14	17
			14	17
		Online Test #6 (Ch. 12 & 14) (Open from Mon. Nov. 22 – Fri, Nov. 26 @ 11:55 PM)		
15	November 22	NO ASYNCHRONOUS LECTURES THIS WEEK: WORK IN GROUPS ON GROUP CASE STUDY ANALYSES, TO BE DONE ON THURSDAY.		
16	November 29	FINAL EXAMS—NO CLASSES Online Test Open from Mon, Nov 29 to Fri, Dec. 3 @ 11:55 PM		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:

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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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.

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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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 & Social Sciences

Course Code and Title: PSYC 310: Cognitive Psychology

Semester and Year: Fall 2021

No. of Credits: 3 credits

Pre-requisite(s) : PSYC 201, 210

Classroom Location: Online/KBT West

Course Director/Lecturer Name: Wendy Romain

Course Director/Lecturer Contact Information: womain@sgu.edu

Course Director/Lecturer Office Hours: Mon, Wed – 10 am to 1 pm

Tues , Thus – 10 am to 1 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 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 Psychology falls under the broad umbrella of Experimental Psychology, and thus most phenomena are explained by way of examining experiments conducted.

Course Objectives:

1. Outline the various components of cognition and be able to identify the important mental components that integrate together in the working of the mind.
2. Be able to apply models of perception and attention to the processes of understanding.
3. Be able to understand the factors involved in the failure of the cognitive system and examine pertinent cognitive disorders.
4. Be able to discuss and analyze current issues in cognitive science on a meaningful and engaged level.

Course Learning Outcomes

1. Gain comprehensive understanding of the antecedent factors in the emergence of Cognitive Psychology
2. Show proficiency with the various models of memory, and demonstrate an awareness of how attentional and memory processes impact one's life, learning and interaction.
3. Demonstrate an awareness of current research in cognitive psychology and discuss links to related disciplines.
4. Assessment of developmental changes in cognitive function across the lifespan.

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

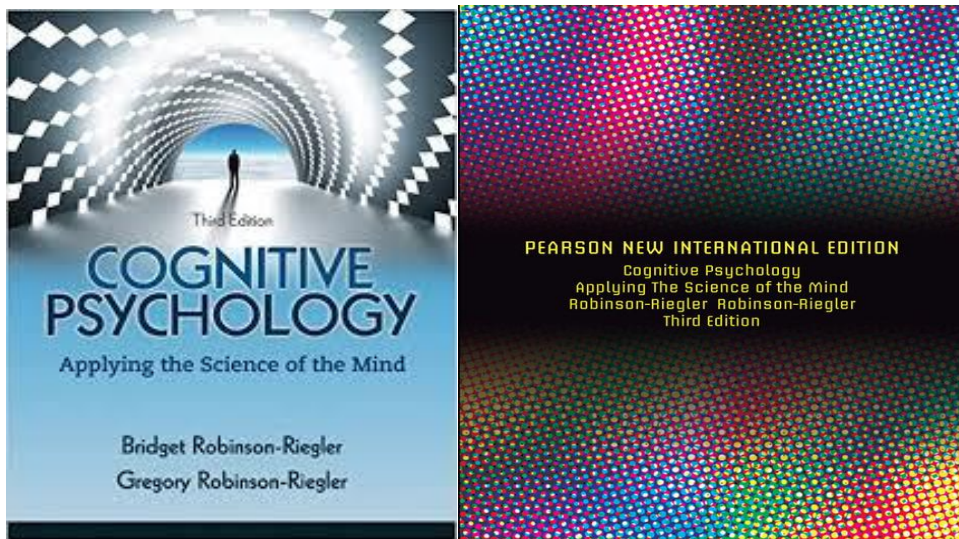
B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%



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)

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 Requirements and Percent of Grade:

Evaluation	Points	Percentages
Forum x 4	40	12%
Exams x 2	100	30%
Group Reviews x 4	80	24%
Bio Summary	25	8 %
Take Home Paper	50	15%
Memory Interview	30	9%
Participation	10	2%

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.

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 others postings/views/opinions.

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Course Requirements:

Students will be required to:

1. Attend classes regularly.
2. Participate actively in class and group discussions.
3. Be respectful of each other's posts and comments and questions in class.
4. Submit assignments in a timely manner as outlined in your syllabus.

COGNITIVE PSYCHOLOGY LECTURE OUTLINE*

Week	Dates	Topic	Assignment Due
1	16th – August 18th	Introduction to course History of Cognitive Psychology	

2	23rd 25 th	Perception & Consciousness Perception & Consciousness	Forum # 1 (25 th)
3	30 th 1 st September	Mechanisms of Attention Mechanisms of Attention	GR1
4	6 th 8 th	Mechanisms of Attention Immediate Memory	Forum # 2 (12 th)
5	13 th 15 th	Immediate Memory Immediate Memory	GR2
6	20 th 22 nd	Autobiographical Memory Autobiographical Memory	Exam # 1 (22nd)
7	27 th – 29 th	Autobiographical Memory Review	
8	MIDTERM	WEEK of October 4 - 8	
9	11 th October 13 th	Malleability of Memory Malleability of Memory	Forum 3 (13 th)
10	18 th 20 th	Malleability of Memory Cognition & Emotion	GR3
11	25 th 27 th	Holiday Cognition & Emotion	Bio Summary (27 th)
12	1 st November 3 rd	Judgements & Decisions Judgements & Decisions	GR4

13	8 th 10 th	Language I Language II	Exam # 2 (17 th)
14	15 th 17 th	Problems & Goals Problems & Goals	
15	22 nd 24 th	Memory Presentation Memory Presentation	Group Review Paper (24th)
16	FINALS	Nov 29th to Dec 3rd	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.



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 2021
Classroom Location: Online/D1B
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:

Course 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

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*.

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. (2014). Physiology of Behavior. (11th Ed). Pearson ISBN 978-29202-320-5

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>
Reflection Paper (Clo1)	20	8%
Forums x 2 (Clo3)	30	13%
Short Answer Questions (Clo 2)	100	43%
Group Review (Clo 3)	30	13%
Final Paper Case Study (Clo 4)	40	18%
Participation	10	5%

Course Requirements:

Student will be required to:

1. Attend classes regularly.
2. Attend scheduled field visits.
3. Participate actively in class and group discussions.
4. Be respectful of each other's posts and comments and questions in class.
5. Submit assignments in a timely manner as outlined in your syllabus.

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:

Week	Dates	Topic	Assignment Due
1	17 th August 19 th	Introduction to course NS structure & function of cells	
2	24 th 26 th	NS structure & function of cells cont. NS structure & function of cells cont.	Reflection Paper (August 26th)
3	31 st 2 nd September	Structure of NS Structure of NS cont.	
4	7 th 9 th	Structure of NS cont. Psychopharmacology	Quiz # 1 Structure & Function (9th)
5	14 th 16 th	Psychopharmacology cont. Psychopharmacology cont.	
6	21 st 23 rd	Psychopharmacology Research Methods	Forum # 1 (27th)
7	28 th 30 th	Research Methods Research Methods	
8	MIDTERM	October 4^h to 8th	
9	12 th October 14 th	Review Sleep	
10	19 th 21 st	Sleep Reproductive Behavior	Quiz # 2 Structure of NS (21st)

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11	26 th 28 th	Reproductive Behavior Schizophrenia/Affective Disorders	Quiz # 3 Pharmacology (28 th) Guest Lecturer Dr. Prabhakar
12	2 nd November 4 th	Anxiety Emotion	Forum # 2 Quiz # 4 Sleep (4 th)
13	9 th 11 th	Neurological Disorders Neurological Disorders	
14	16 th 18 th	Human Communication Ingestive Behavior	Quiz # 5 Reproductive Behavior (18 th)
15	23 rd 25 th	Learning & Memory Learning & Memory	Final Paper - Case Report (25 th)
16	29 th Nov to Dec 3rd	Finals	Forum # 3 (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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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 314 - Psychology of Motivation & Emotion
Number of Credits: 3
Days and Times: Mon, Wed, & Fri – 11:30am – 12:20pm
Semester and Year: Fall 202
Classroom Location: Online/SGH-S Dorm 1
Pre-requisite(s): PSYC 206

Course Lecturer Name(s): Wendy Romain
Course Director Name: Wendy Romain

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

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:

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.

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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:

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.

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- F = 65% or less

Course Materials:

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 Grading Requirement:

Evaluation Criteria	Points	Percentage of Grade
Forums x 4	40	15%
Exam 1	40	15%
Exam 2	60	20%
Movie Analysis	50	18%
Self-Reflection Paper	20	8%
Group Review	60	20%
Attendance	10	4%
Total Points	280	

Course Requirements:

Students will be required to:

1. Attend classes regularly.
2. Participate actively in class and group discussions.
3. Be respectful of each other's posts and comments and questions in class.
4. Submit assignments in a timely manner as outlined in your syllabus.

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Course Schedule:

Tentative Course Schedule:

FINALS November 29th to December 3rd

Week 1 -August (Aug 16 th – 20 th)	Course Introduction – Intro to Motivation & Emotion	
Week 2 (Aug 23 rd – 27 th)	The History of Motivation & Emotion	Forum 1 (23rd)
Week 3 - September (Aug 30 th – Sept 3 rd)	Evolutionary Antecedents of Motivation	
Week 4 (Sept 6 th - 10 th) (GR)	Addictions and Addictive Behaviors	
Week 5 (Sept 13 th – 17 th)	Homeostasis: Temperature, Thirst, Hunger, and Eating	Forum 2 (13th)
Week 6 (Sept 20 th – 24 th) (GR)	Behavior, Arousal, and Affective Valence	
Week 7 - October (Sept 27 th – Oct 1 st)	Stress, Coping, and Health	
Week 8: (Oct 4 th – 8 th)	Midterm Week (Oct 4th to 8th)	
Week 9 (Oct 11 th – 15 th)	Drives, Needs, and Awareness	Exam # 1 (14th)
Week 10 (Oct 18 th – 22 nd)	Personality and Self in Motivation	
Week 11- November (Oct 25 th – Oct 29 th) (GR)	Extrinsic and Intrinsic Motivation	Movie Analysis(22nd)
Week 12 (Nov 1 st – 5 th)	Goal Motivation & Economics of Motivation	
Week 13 (Nov 8 th – 12 th)	Emotion & Moods, Emotion as Motives	Exam # 2 (Due 21st)
Week 14: (Nov 15 th – 19 th)	Presentations	Self-Reflection paper (19th)
Week 15 (Nov 22 nd – 26 th)	Presentations	Group Review Paper (26th)

FINALS – November 29th to December 3rd

Forum 3 (Eval)

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

The classroom chat will be disabled in this course. Please indicate your intention to ask a question by raising your hand. Alternatively questions can be posted in the discussion forum intended for this purpose. From time I would stop to enquire if there are any questions.

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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 315: Cross-Cultural Psychology
Number of Credits: 3
Days and Times: Mondays, Wednesdays – 4:00 pm – 5:15 pm
Semester and Year: Fall 2021
Classroom Location: Windward Hall – B1A
Pre-requisite(s): PSYC 201

Course Lecturer Name(s): Dr. Justina Aire
Course Director Name: **Dr. Justina Aire**

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

Course Lecturer(s) Office Hours: Mondays, Wednesdays – 12:00 pm - 4:00 pm, Fridays 2:00 pm – 4:00 pm (by appointment only)

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Balisier building (upstairs)

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 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

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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.

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:

- 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.

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Text:

Main Text: Required

Shirayev, E.B. & Levy, D.A. (2013). Cross-cultural psychology: Critical thinking and contemporary applications. (5th Ed.) Allyn & Bacon.

Supplementary Readings/Resources:

Laugani, P.D. (2009). Understanding Cross-cultural psychology. Sage Publications

Matsumoto, D. (2001). The handbook of culture and psychology. Oxford.

Course Grading Requirement:

- | | |
|--|-------------------------------|
| 1. Five in-term quizzes | (50%) - Exam Soft Only |
| 2. Group Work: Presentation & Term Paper | (20%) |
| 3. A final examination. | <u>(30%)</u> - Exam Soft Only |
| TOTAL | 100% |

Course Requirements:

4. 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.

Course Schedule:

WEEK 1 Introductory Meeting and **Introduction to Cross-Cultural Psychology** and review of Course-Outline.

WEEK 2 **Chapter 1: Understanding Cross-Cultural Psychology & Chapter 2: Methodology of Cross-Cultural Research**

WEEK 3 **Quiz 1** (Chap 1) & Chapter 3: Critical Thinking in Cross-Cultural Psychology

WEEK 4 Chapter 4: Cognition: Sensation, Perception, and State of Consciousness & Chapter 4 Continues

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- WEEK 5 **Quiz 2** (Chap 3): & Chapter 5: Intelligence
- WEEK 6 Chapter 5: Intelligence Continues & Chapter 6: Emotion
- WEEK 7 **Quiz 3** (Chap. 5) & Chapter 7: **Motivation and Behavior**
- WEEK 8 **Midterm Week – No Mid-term Course Examination**
- WEEK 9 **Quiz 4** (Chap 6) & More on Chapter 7: **Motivation and Behavior.**
- WEEK 10 Chapter 8: Human Development and Socialization & Continues
- WEEK 11 **Quiz 5** (Chap. 7) & Relevant Cross-Cultural Videos

Peer Preparations For Presentations Now Follow:- At least two Persons per Group. Each Group Shall Work on One Chapter as listed below:

- WEEK 12 Preparation for **Presentation of Group Project -**.
- WEEK 13 **Chapter 9: Psychological Disorders & Chapter 10: Social perception and Social Cognition**
- WEEK 14 **Chapter 11: Social Interpretation**
- WEEK 15 Submissions, Revision & Preparation for Final Examination. Ingroups or individually. General Final Examination Revision Week
- WEEK 16 **Final Examination Week** (Two Chapters – untested and unrepresented)

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 20/11/21

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, 2021. Latest submission date of all assignments, to escape hefty penalty.

WISH YOU ALL A GREAT SEMESTER !!!

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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: PSYC 316 Health Psychology
Number of Credits: 3
Days and Times: Tuesdays and Thursdays 2:30 PM to 3:45 PM
Semester and Year: Fall 2021
Classroom Location: SAH – End Room and Online via Zoom
Pre-requisite(s): PSYC 201

Course Lecturer Name(s): Hazel Da Breo, PhD, RP
Course Director Name: Hazel Da Breo, PhD, RP

Course Lecturer(s) Contact Information: hdabreo@sgu.edu/hdabreo@gmail.com
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Fridays (by appointment)
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Online via Zoom
Course Director Office Location: N/A

Course Support: Ms. Nichole Phillip, nphillip@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 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 9th 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	10%
2. Quizzes 5% each for 50%	50%
3. Well-being Project / Presentation	10%
4. Final Exam	<u>30%</u>
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*.

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 Spring 2021

WK & DATE	TOPICS	ACTIVITIES	CH.
Week 1 Aug 16.21	Course Introduction		
Week 2 Tues 24 Thur. 26	Health Psychology: Setting the Stage (Ch. 1)		1
Week 3 Tues 31 Thurs. 2	Cultural Approaches to Health (Ch. 2)	Quiz 1	3
Week 4 Tues Sep7 Thurs. 9	Essential Physiology (Ch. 3)	Quiz 2 Wellbeing Mandala Due	2
Week 5 Tues Sep14 Thurs.16	Stress Across Cultures (Ch. 4) Adverse Childhood Experiences (ACEs)	Quiz 3	4
Week 6 Tues 21 Thurs.23	Coping and Social Support (Ch. 5)	Quiz 4	5
Week 7 Tues 28 Thurs.30	Increasing Healthy Behaviors (Ch. 6)	Quiz 5	6
Week 8 Tues Oct.5 Thurs.7	MID-TERM	Well-Being Project Due	
Week 9 Tues 12 & Thurs.14	Living Healthy: Eat Well, Be Active and Smoke-free and Minimize Drinking (Ch. 7)	Quiz 6	7
Week 10 Tues 19 & Thurs. 21	Factors Surrounding Illness (Ch. 8) Trauma-Informed Care	Quiz 7	8

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Week 11 Tues.26 & Thurs.28	Pain (Ch. 9)	Quiz 8	
Week 12 Tues. Nov 2& Thurs.4	Chronic Illness (first half of Ch. 10, pages 301-318)	Quiz 9	
Week 13 Tues 9 Thurs.11	Psychoneuroimmunology and HIV (Ch. 11) Culture and Cancer (Ch. 12)	Quiz 10	
Week 14 Tues 16 Thurs. 18	Culture and Cardiovascular Disease (Ch. 13)		
Week 15 Tues.23 & Thurs. 25	Reproductive Health Psychology Death & Dying (second half of Ch. 10, pages 319-331)		
Week 16 Nov 29 – Dec 3	FINAL EXAM 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:

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.

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Introduction to Psychopathology

PSYC 411



Fall 2021

PSYC 411 Course Syllabus

Version of August 2021.

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 apply to all students registered on the Course.

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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 defined in the 5th edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The salient diagnostic features of these 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 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 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. Randall Waechter Co-Course Director	Physiology, Neuroscience, and Behavioral Science	rwaechte@sgu.edu

Teaching Faculty

Meet the Faculty

Vineeta Ramnauth MBBS, MSc., MPH, CPH



Dr. Vineeta Ramnauth is a Clinical Instructor within the Department of Physiology, Neuroscience & Behavioral Sciences in the School of Medicine at St. George's University. She has clinical experience in Pediatrics and is a certified public health practitioner. She is the Co-Course Director for Introduction to Psychopathology, 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.

Email: vnarain1@sgu.edu

Randall Waechter PhD.



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 and Co-Course Director for Introduction to Psychopathology. 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, Behavior, and Cognitive Neuroscience at York University and conducts research on the

impact of early life experience on brain development and function, mental illness, and behavioral health across the life span. He has been at SGU since 2012.

Email: rwachte@sgu.edu

Arlette Herry PhD.



Dr. Herry is an Instructor in the Department of Physiology, Neurosciences and Behavioral Sciences. Her main teaching responsibilities are in Behavioral Sciences in BPM2 and PSYC411 in the Pre-Clinical program. She also serves as an Academic Advisor in the Department of Academic Advising, Development and Support Services (AADS). Her research activities are centered around stress management and coping, and issues affecting older adults.

Email: aherry1@sgu.edu



Brenda Kirkby MSc., PhD.



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. 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.

Email: bkirkby@sgu.edu

Supporting Staff

PSYC 411	Department	Email Address
 Ms. Cecilia George-McSween Executive Secretary	Physiology, Neuroscience, and Behavioral Science	cgeorge@sgu.edu
 Ms. Shennel Boca Executive Secretary	Physiology, Neuroscience, and Behavioral Science	sboca@sgu.edu

Course Material

Copyright

Copyright 2021 St. George's University. All rights reserved.

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 Introduction to Psychopathology course offers a website through Sakai, St. George's University's learning management system. This site is used for

PSYC 411 Course Syllabus

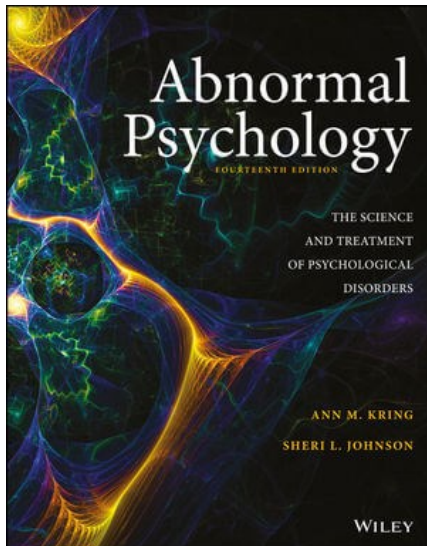
COMMUNICATION (including Announcements), COURSE TOOLS (including Syllabus, Resources, Lessons, Gradebook), access to the link for remote sessions (Zoom Online Classroom) and lecture recordings (Panopto).

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 always equipped for the SGU wireless network.

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 asynchronous 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, live in-persons sessions or asynchronous on-line recordings, 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

PSYC 411 Course Syllabus

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)

Prerequisite 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 prerequisite knowledge or where it is beneficial to review core knowledge before its application in lecture. Content from DLAs is 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 90 seconds. 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 9:00 am on the Monday morning preceding each examination week and closed at 9:00 pm on the Saturday. 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 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. **Quizzes will not be re-opened after the deadline.**

Non-graded Sakai Practice Quizzes

Practice quizzes will be provided on Sakai for each block of material. These questions will be available as a .pdf document. These do not count for credit and can be reviewed 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

PSYC 411 Course Syllabus

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 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)**

PSYC 411 Course Syllabus

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.

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%

PSYC 411 Course Syllabus

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

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 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 Introduction 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.
- 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.

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- 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 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.

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- 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.

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- 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.
- 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
- Describe the major principles underlying the social learning perspective of human behavior, including vicarious conditioning.
- Describe the major principles underlying the psychoanalytic perspective of human behavior.
- Differentiate the actions of the id, ego, and superego.
- Identify the defense 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.

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- 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 classes of psychotropics and the conditions that they are typically used to treat
- Identify the major neurotransmitter(s) affected by each major class of medication
- 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
- 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]).

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- 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 I

- 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.
- Identify side effects associated with antidepressant drugs.
- Describe the general age of onset, course, outcome/consequences and differentials for the depressive disorders.

Mood Disorders & Suicide Management II

- 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 risk factors of suicide.

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- 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.
- Describe 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).
- 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

- List and describe the stages of sleep
- Describe the physiology and components of REM sleep (i.e., dreaming, paralysis)
- Describe the measures captured by polysomnography
- Describe the etiology and treatment for insomnia disorder
- Describe the etiology and treatment for hypersomnolence disorder
- Describe the symptoms and treatment for narcolepsy disorder
- Differentiate between obstructive sleep apnea and central sleep apnea disorder
- Differentiate between the Parasomnia disorders

Block 3

Somatic Symptom & Related Disorders and Dissociative Disorders

- Identify the essential diagnostic criteria for each Somatic Symptom & Related disorder (Somatic Symptom Disorder, Conversion Disorder, Illness Anxiety Disorder, and Factitious Disorder)

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- Differentiate between the Somatic Symptom & Related Disorders based on clinical symptomatology
- State the cause of Somatic Symptom & Related disorder
- 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 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.

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- 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.
- 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.

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- 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.
- 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.

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- 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.
- List the treatment approaches for impulse control problems.

Neurodevelopmental Disorders I

- 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 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.
- Apply the essential criteria to diagnose and differentiate language disorder, speech-sound disorder, social (pragmatic) communication disorder, and childhood-onset fluency disorder
- 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.

Neurodevelopmental Disorders 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
- 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.

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- Define savantism, distinguish between a talented and a prodigious savant, and identify the hypothesized neuroanatomical substrate of savantism.
- 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.

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.
- 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.

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- 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.
- 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]).

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- 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.
- 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.

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- 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.
- 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.

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- 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.
- 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 3 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.

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- 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

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- 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.**
- **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
 - 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 2.5. 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>

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.



ST. GEORGE'S UNIVERSITY

SCHOOL OF MEDICINE

FALL 2021

Pauline G. Smith, MPH, FRSPH, Course Director

Email: psmith3@sgu.edu

Temitayo Olagbemi, MD, Deputy Course Director

Email: tolagbem@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.

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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: 8:30-9:45 am on Tuesdays and Thursday

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. Most of the lectures will be pre-recorded and uploaded on Sakai. Some of the lectures will be live via zoom. The course will take on a hybrid (synchronous/asynchronous) format. Lectures will be held in the classroom, on zoom and through lecture recordings. The sessions will be in the form of group discussions, buzz, MCQs, Q&A, and flipped classrooms.

The class schedule may change due to lecture availability. Changes will be reflected in syllabus.

WEEK	DATE	CONTENT	Location	PRESENTER	ACTIVITY DUE
1	Tues 17 th Aug	Course Introduction	Classroom	Smith & Olagbemi	
	Thur 19 th Aug	Discussion and research on diverse background of health	Classroom	Smith & Olagbemi	
2	Tues 24 th Aug	Library workshop	Classroom	Paparo	
	Thur 26 th Aug	Historical perspective of Public Health	Zoom	Smith	Discussion post 1
3	Tues 31 st Aug	Introduction to Toxicology	Classroom	Bidaisee	
	Thur 2 nd Sep	PSA Planning	Zoom	Smith	
4	Tues 7 th Sep	Public Health Core Values, Concepts and Functions Across the Globe and in Society	Recording	Smith	
	Thur 9 th Sep	Science of Health and Disease Health across the ages	Zoom	Olagbemi	
5	Tue 14 th Sep	TOH	Zoom	Smith & Olagbemi	
	Thur 16 th Sep	Determinants of Diseases	Classroom	Keku	Discussion Post 2
6	Tues 21 st Sep	Group PSA recording (Group 1)	Classroom	Smith & Olagbemi	
	Thur 23 rd Sep	Group PSA recording (Group 2)	Classroom	Smith & Olagbemi	
7	Tues 28 th Sep	Group PSA recording (Group 3)	Classroom	Smith & Olagbemi	
	Thur 30 th Sep	Group PSA recording (Group 4)	Classroom	Smith & Olagbemi	
8	Tues 5th Oct Thur 7th Oct	Mid-term Exam			
9	Tue 12 th Oct	Health Program Planning, Implementation, Monitoring and Evaluation	Classroom	Glasgow	
	Thur 14 th Oct	Final Assignment	Classroom	Smith & Olagbemi	
10	Tues 19 th Oct	An Examination of Coronavirus COVID-19	Recording	Olagbemi	
	Thur 21 st Oct	TOH	Zoom	Olagbemi	Quiz 1
11	Tue 26 th Oct	Introduction to Public Health Data Collection	Recording	Smith	
	Thur 28 th Oct	Quiz	Online	Smith	
12	Tue 2 nd Nov	Global burden of Disease	Recording	Bidaisee	Discussion Post 3
	Thur 4 th Nov	Introduction to Public Health Ethics	Classroom	Macpharson	
13	Tue 9 th Nov	A Public Health Approach to Cervical Cancer	Zoom	Montana	Quiz 2

	Thur 11 th Nov	Final Assignment preparation	Classroom	Smith & Olagbemi	Discussion post 4
14	Tue 16 th Nov	Health Care Systems	Recording	Cobb	
	Thur 18 th	Assigned Oral Presentations	Classroom	Smith & Olagbemi	
15	Tue 23 rd Nov	Assigned Oral Presentations	Classroom	Smith & Olagbemi	
	Thur 25 th Nov	Written Reports	Classroom		
16	Tues 30 th Nov	NO Final Exam			

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	10
Quiz	10
PSA	20
PPT Presentation	15
Group Paper	20
Mid-term Exam	20
Participation and Attendance	5
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.



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: Fall 2021
Classroom Location: FA 3
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: wrcrawford@sgu.edu; cell:457-4856, ext. 3152
Course Director Contact Information: wrcrawford@sgu.edu;

Course Lecturer(s) Office Hours: Wed 10:00 – 12:00 Noon
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building – upstairs/online
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>

Please note that changes have been made as a result of COVID 19. Some consultations and advising will be done online. Note also, the online office hours and my cell phone number posted on this outline. Please try to keep calls within the allocated time or reasonable time, as much as possible.

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

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*.

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 critical and analytical treatment of contemporary social issues.

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.

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

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*.

Mustapha, N. (2006). *Sociology for Caribbean students*. Vol. 1, Society and Culture. Ian Randle. Mona: Jamaica

Course Grading Requirement:

Reaction Papers: (3)

1 – 20 points

2 – 20 points

3 – 20 points

Final Research Project: 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
Week 3	<ul style="list-style-type: none"> • Functionalist Perspective of society
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 of Society
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 Disability; Disaster Preparedness
Week 13	Education and Health Aging , Death Dying and Bereavement
Week 14	Presentation of Projects
Week 15	Presentation of Projects
Week 16	Final paper Due

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 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:

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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.

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: SOCI301: The Family
Number of Credits: 3
Days and Times: Mondays, Wednesdays, Fridays (8:30 a.m. – 9:20 a.m.)
Semester and Year: Fall, 2021
Classroom Location: WH B1B and Online/Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Oliver Benoit, PhD, MFA
Course Director Name: Oliver Benoit, PhD, MFA

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

Course Lecturer(s) Office Hours: By Appointments
Course Director Office Hours: NA

Course Lecturer(s) Office Location: By Appointments only
Course Director Office Location: NA

Course Support: Ms. Phillip, nphillip2@sgu.edu +1 444 4175 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 will provide an overview of the family as a key social institution of society that is constantly changing. It will examine the nature of these changes and implications for the future of the family, and by extension the society. The course is organized in six (6) thematic sections: historical and theoretical perspective of the family; different types of families; intimate relationships; family crisis; parenting; alternative families; and family policy.

Course Objectives:

1. Develop concepts, theories, and historical development of the family.
2. Write critically about the nature of the family, and family issues Apply the fundamental categories

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of social theory to the analysis of social problems.

3. Enable identification with critical problems related to family life as the family undergo social changes.
4. Demonstrate an understanding for broader social changes in society.

Student Learning Outcomes:

1. Develop an overview of the family as a key social institution of society
2. Examine the nature of the changes and implications for the future of the family
3. Develop an understanding of historical and theoretical perspective of the family; different types of families; intimate relationships; family crisis; parenting; alternative families; and family policy.

Program Outcomes Met By This Course:

- GE PO-1 Apply classical and contemporary sociological perspectives to explain complex social issues and problems, particularly Caribbean social reality.
- GE PO-2 Apply their critical thinking skills to sociological analysis.
- GE PO-3 Apply 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: Click or tap here to enter text.

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

Course Grading Requirement:

- Three Papers (75%)
- Attendance and participation 10%
- In class Group Activity 15%

Course Requirements:

1. Students will be required to submit three papers, 3-5 pages (double space) on three selected thematic areas 60%.
2. Attendance and participation in class discussions will account for 10%

Course Schedule:

Click or tap here to enter text.

Wk. 1	What is Family?
	Introduction to the Concept of family
	Class Discussion on Family Arrangements – Share information about your own family
<u>Reading:</u>	Gittins - <i>The Family in Question</i> – Ferguson 1 – 11

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Wk. 2	<u>Family and Kinship Relations</u>
	Sentiments and Expectations of family relations
	Ideal-Type images of the American family
	Core kinship characteristics
<u>Reading:</u>	Bernard, Jessi.1981. <i>The Good-Provider Role</i> . American Psychological Ass.

Wk. 3	<u>The Economics of Caribbean Family Relations (18 -19 Century)</u>
	North American Family Formation
	1. <u>Reading</u> Moitt, Bernard. 2001. <i>Marriage, Family Life, Reproduction</i> . Women and Slavery in the French Antilles

Wk. 4	<u>Historical Change and Caribbean Family (Early 20th.Century)</u>
<u>Reading:</u>	MacDonald,Malcolm.1938. <i>Lack of Family Life</i> . The Moyne Report.

RESPONSE PAPER # 1 due

Wk. 5	<u>Economic Change in the USA- the Good Provider Husband Family Arrangements</u>
<u>Reading:</u>	Zinn – <i>Feminist Rethinking</i> 11-20. I Ferguson # 2

Wk. 6	<u>Britain’s Class System & the Production of Deviant Mothers</u>
<u>Reading:</u>	Spensky, Martine.1992. <i>Producers of Legitimacy</i>

Wk. 7	<u>Defining Family Arrangements Versus Marriage</u>
<u>Reading.</u>	Douglas, Claude..2003. <i>Collective Childcare</i> . When the Village was Extended Family

RESPONSE PAPER # 2 due

Wk. 8: MID-TERM EXAMS NO CLASSES

Wk. 9	<u>Coupling & Partnering in the Caribbean & USA</u>
<u>Readings:</u>	Cohabitation, how women experience battering, Grounds for Marriage, how relationships succeed or fail, Single Parent families

Wk. 10	<u>Coupling & Partnering in the Caribbean & USA (Continue)</u>
<u>Reading:</u>	Smith, Raymond. 1987. <i>Hierarchy and the Dual Marriage System in West Indies Society</i>
	Shayl Griffith & Wendy Grolnick. 2013. Parenting in the Caribbean: a look at structure and autonomy support.
	Left Behind: The Experiences of Children of the Caribbean Whose Parents Have Migrated. Mona Dillon and Christine A. Walsh 2012.

Wk. 11	<u>Family Stability in Cohabitation /Non-Marital Arrangements</u>
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<u>Readings:</u> Romantic Love Whyte – <i>Choosing Mates - the American Way</i> Ferguson #10
Liquid love? Dating apps, sex, relationships and the digital transformation of intimacy Mitchell Hobbs, Stephen Owen, Livia Gerber

Wk. 12	<u>Controversial Family, Sexual Intimacy & Reproduction Issues</u>
<u>Reading.</u> - Bazelon, Emily. October 2016. <i>Family Planning</i> , The New York Times	

Wk. 13	<u>Family Crises, Separation, Divorce. Aging & Death</u>
<u>Reading.</u> - Singletary, Donald. 1985. <i>You New Women Want It All</i>	

Wk. 14
Course wrap up and evaluation

RESPONSE PAPER # 3 due

Wk. 15 – FINAL

Appendix

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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Attendance Policy:

Attendance Requirement

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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. 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,

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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:

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 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.

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: SOCI 302 – Classical Social Theory
Number of Credits: 3
Days and Times: Tuesday & Thursday 9:00am-10:15am
Semester and Year: Fall 2021
Classroom Location: SAH-End Room
Pre-requisite(s): SOCI 201

Course Lecturer Name(s): Oliver Benoit
Course Director Name: Oliver Benoit

Course Lecturer(s) Contact Information: obenoit@sgu.edu; 3251
Course Director Contact Information: obenoit@sgu.edu; 3251

Course Lecturer(s) Office Hours: 11.30- 1.30 pm Tuesdays and Thursdays
Course Director Office Hours: By Appointment

Course Lecturer(s) Office Location: Ballsier Building - upstairs
Course Director Office Location: Ballsier Building - upstairs

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 give students an overview of the study of sociological theory so that they can better understand the social world. By analyzing a variety of theories, it is hoped that students will develop a theoretical perspective about social reality and a critical orientation toward sociological theory. Students will discuss the works and ideas of some early enlightenment thinkers (Auguste Comte, Saint Simon, Herbert Spencer, Emile Durkheim, Karl Marx Weber, and George Herbert Mead). Emphasis will be placed on some major themes such as modernity, nationalism, industrialization, social order, and the process of human interaction.

Course Objectives:

1. Develop critical thinking about social issues.
2. Understand the central concepts and arguments in social theory
3. Apply the fundamental categories of social theory to the analysis of social problems.

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4. Understand the development and intellectual legacy of social theory.

Student Learning Outcomes:

1. Students will demonstrate their knowledge of classical sociological theory through written papers.
2. Students will learn to apply classical sociological theory to Caribbean societies through written papers and class discussion.
3. Students will learn to compare and contrast the various sociological perspectives and how these perspectives account for the emergence of modern society.

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: Apply their critical thinking skills to sociological analysis.

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: Hadden, Richard W. (1997) Sociological Theory: an introduction to the classical tradition. Broadview Press (ISBN 1-55111 095-4)

Calhoun, C. et. al (2007) Classical Sociological Theory. Blackwell Publishing

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Concept papers	25%
Paper 1	25%
Paper 2	25%
Paper 3	25%

Course Requirements:

Students will be required to submit three (3) short papers, 3-5 pages (double space) on each of the thematic areas. To build your skill for writing a theoretical essay, and to demonstrate your learning in class you will produce a series of brief 50 words or less concept paper. The assignment will contribute 25% of your total grade for the course.

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

N/A

Policy/Procedure Related to the Department:

N/A

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Course Schedule:

Week 1.

Introduction to the course

Introduction to social theory.

Framework within which current issues could be examined.

Readings. Calhoun, Introduction

Week 2.

Enlightenment and Modernity

Kant, I.(1784) What is Enlightenment?

Thomas Hobbes (1588-1679) Individual as selfish.

Comte and Spencer reaction.

John Locke (1632-1704) Optimist view of human nature

Readings: Hadden, Richard W. (1997) Pages 15-38

Farganis, James (1996) Pages 29-41

Calhoun, Craig (2007) classical Sociological Theory Pages 39-43

Paper 1

Karl Marx

Week 3.

Introduction to Karl Marx

The Manifesto of the Communist Party

Week 4

Economic and Philosophical Manuscripts of 1844

The German Ideology

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Alienation, Consciousness, Historical Materialism, class struggle

Calhoun C. (2007) Pages 73-86

Hadden, Richard W. (1997) Pages 39-84

Farganis, James (1996) Pages 42-58

Paper 2

Emile Durkheim

Week 5

Introduction to Durkheim

Durkheim and social facts

Week 6

Suicide

Durkheim on Morality

Week 7

Anomie and Modernity

Mechanical and Organic Solidarity, Division of Labour

Hadden, Richard W. (1997) Pages 85-124

Calhoun C. (2007) Pages 131-193

Paper 3

Week 8

Mid-Term

Mid-Term

Max Weber

Week 9

Introduction Max Weber

Theories and Methods, social action

Week 10

Rationalisation and bureaucracy

Power, Domination, Legitimation, and Authority

Week 11

Class, status, and Party

The Protestant Ethic and the Spirit of Capitalism

Calhoun C. (2007) Pages 203-273

Hadden, Richard W. (1997) Pages 125-168

Farganis, James (1996) Pages 108-145

Paper 4

Georg Simmel

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Week 12

Individual and Society

The Metropolis and Mental life

Calhoun C. (2007) Pages 300-314

Farganis, James (1996) Pages 147-157

Week 13

Charles Cooley

Introduction to Cooley

Symbolic Interaction

George Herbert Mead

Week 14

Introduction to Mead

The Social Self

Week 15

The Generalised Other

Symbolic meaning

Calhoun C. (2007) Pages 282-294

Farganis, James (1996) pages158-179

Paper 5

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Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: SOCI 406- Sociology of Deviance
Number of Credits: 3 credits
Days and Times: Tues & Thurs; 5:30 P.M.- 6:45 P.M.
Semester and Year: Fall 2021
Classroom Location: Click or tap here to enter text.
Pre-requisite(s): Senior standing

Course Lecturer Name(s): Lenise Paul, M.A.
Course Director Name: Damian E. Greaves, Ph.D.

Course Lecturer(s) Contact Information: lpaul4@sgu.edu
Course Director Contact Information: dgreaves@sgu.edu

Course Lecturer(s) Office Hours: Tues & Thurs 1:00 P.M.- 4:00 P.M. (By Appointments)
Course Director Office Hours: Tues & Thurs 10:00 A.M.- 1:00 P.M.; Fri 1:00 P.M.- 4:00 P.M.

Course Lecturer(s) Office Location: Ballsier Building, Upper Level
Course Director Office Location: Ditto

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 engage students in the study of deviance and crime in modern societies. The course is essentially theoretical, with a strong field component. It seeks to expose students to various units of analysis and main concepts to explain the reality of deviance in the Caribbean and beyond. The course entails the sociological study and range of perspectives on of deviance in various regions of the world. It will examine topics such as delinquency, crime, medicalization of deviance, social control, social order and issues of social justice, including juvenile justice. It will also deepen students' understanding of the nexus between social structure, deviance and crime, using a field component that will give students an opportunity to examine, study and analyse experiences of deviant behaviour in Grenada.

Course Objectives:

1. Demonstrate an understanding of sociological perspectives of deviance.
2. Analyze the phenomenon of deviance using both sociological and non-sociological theoretical

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perspectives.

3. Critically analyze the importance of power in the social construction of deviance.

4. Develop analytical skills to synthesize media and popular cultural material presented, that inform our perspective on deviance.

Student Learning Outcomes:

1. Explain the various definitions of the concept deviance
2. Demonstrate an understanding of sociological and non-sociological perspectives of deviance
3. Analyze the structures of social order, social norms, socialization and cultural norms as they relate to deviance in society
4. Critically analyze the nature of deviance in the Caribbean
5. Employ social research methodology and secondary analysis to research an aspect of deviant behavior

Program Outcomes Met By This Course:

Students will 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%

F = 65% or less

Course Materials:

Text: EXTREME DEVIANCE by Erich Goode and D. Angus Vail, Pine Forge Press, 2008

Supplementary Readings/Resources:

DEVIANT BEHAVIOR by Alex Thio (10th Edition)

Readings in Deviant Behaviour by Alex Thio, Thomas Calhoun and Addrain Conyers (2010)

Sociology (6th ed.), Anthony Giddens

Secondary data sets (Police Records, Ministry of Social Development Records, Department of Statistics Records).

Course Grading Requirement:

[Click or tap here to enter text.](#)

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Evaluation Criteria	Deadline for Submission	Percentage of Grade
Individual Forum Discussions Paper	Sept. 10th	15
Midterm Panel Discussion	Sept. 28th, 30th	20
Group Poster Presentation	Nov. 23rd, 25th	20
Group Research Paper	Nov. 30th	35
Attendance & Participation	N/A	10
*TOTAL		100%

Course Requirements:

Attendance and participation in classes and timely completion of all assignments

Course Schedule:

[Click or tap here to enter text.](#)

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Timetable: Fall 2021- Tuesday & Thursday, 5:30- 6:45	DATES
<p>Course Information, Course Assignments</p> <p>Concepts: Deviance; Social Control; Social Power; Social Structure</p>	<p>Wk.1</p> <p>Aug</p> <p>Tues 17th; Thurs 19th</p>
<ul style="list-style-type: none"> ● Classical Perspectives <ul style="list-style-type: none"> ✚ Functionalist ✚ Conflict ✚ Feminist ✚ Labelling ✚ Anomie 	<p>Wk. 2</p> <p>Tues 24th; Thurs 26th</p>
<ul style="list-style-type: none"> ● Rounding Out Theory <ul style="list-style-type: none"> ✚ Control ✚ Learning ✚ Constructionist ● Research Methodologies on Social Deviance (Doing Secondary Analysis) 	<p>Wk. 3</p> <p>Tues 31st; Thurs 2nd</p>
<ul style="list-style-type: none"> ● Interpersonal Violence <ul style="list-style-type: none"> ✚ Incest & Family Sexual Behavior ✚ Child Sexual Abuse ✚ Sexual deviance 	<p>Wk. 4</p> <p>September</p> <p>Tues 7th; Thurs 9th</p>
<ul style="list-style-type: none"> ● Suicide & Mercy Killing ● Alcoholism & Drug Abuse ● Mental Illness 	<p>Wk. 5</p> <p>Tues 14th; Thurs 16th</p>
<ul style="list-style-type: none"> ● Gangs and Youth Sub-culture ● Cults & Religious Deviance ● White Collar Crime 	<p>Wk. 6</p> <p>Tues 21st; Thurs 23rd</p>

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Fieldwork Protocol/ Preparation for the Field Project Proposals –	Wk. 7 Tues 28 th ; Thurs 30 th
Mid-Term Exam Week: OCT 4th Mon- 8th Fri	Wk. 8
Class Presentations	Wk. 9 Tues 12 th ; Thurs 14 th
Field Project Guest presentations on Tuesdays, Fieldwork on Thursdays	Wk. 10 Tues 19 th ; Thurs 21 st
Thanksgiving Holiday- Mon 25th October	
Field Project Guest presentations on Tuesdays, Fieldwork on Thursdays	Wk. 11 Tues 26 th ; Thurs 28 th
Field project Guest presentations on Tuesdays, Fieldwork on Thursdays	Wk. 12 Nov Tues 2 nd ; Thurs 4 th
Field Project Guest presentations on Tuesdays, Fieldwork on Thursdays	Wk. 13 Tues 9 th ; Thurs 11 th
Field Project	Wk. 14 Tues 16 th ; Thurs 18 th
Presentations	Wk. 15 Tues 23 rd ; Thurs 25 th
Course Review Final exam week- Nov. 29th – 3rd Dec.	Wk. 16

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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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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:

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,

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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.

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.

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.

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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 require professional writing. Be discerning with your use of “texting” writing.

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: SPAN101 Introductory Spanish 1
Number of Credits: 3
Days and Times: M W F 1.30-2.20
Semester and Year: Fall 2021
Classroom Location: FA 4
Pre-requisite(s): None

Course Lecturer Name(s): Ms. Caron Glenda Juerakhan
Course Director Name: N/A

Course Lecturer(s) Contact Information: glenda_juerakhan@yahoo.com
Course Director Contact Information: N/A

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: Ms. Phillip nphillip2@sgu.edu +1 444 4175 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 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.

Course Objectives:

1. Positive attitudes to foreign language learning, to speakers of the language and their cultures.
2. Essential language skills for effective communication in Spanish.

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3. A sound base for further study and use of the language in practical, everyday situations relating to work and leisure.

Student Learning Outcomes:

1. To introduce students to the fundamental structures of Spanish;
2. To develop and encourage fluency and accuracy in expression;
3. To develop reading, listening and writing skills in Spanish;
4. To increase the students' awareness of Spanish and Hispanic culture.

Program Outcomes Met By This Course:

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: Ultimate SPANISH. Beginner – Intermediate, Living Language Dos Mundos [Any edition]

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

Course Grading Requirement:

Attendance	10%
Participation	10%
Course work	20% (2 in-class tests/assignments)
Mid-term	30 % [Oral exam]
Final Assignment	30% [Written]
Total	100%

Course Requirements:

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 yourself and others
- The articles
- Clothes and colors

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Describing oneself
Describing the class room
The family
Group activity: describing someone in your group/favorite professor
Quiz 1 [week 3]

Weeks 4-7
Parts of the body
Numbers: Age, dates, birthdays...
Language and nationalities
Personal information
The present tense/Daily activities
Tu/usted/ustedes
Reading Comprehension: Los amigos hispanos: Nora Morales
Listening Comprehension: Los números
Revision [Midterm Exam, Oral]

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

Weeks 12-14
Estar + gerund: Activities in progress
Ser, estar, tener: Location of people, places and things...
Preferences/desires
Questions/Situations
Listening/Reading Comprehension
Revision for quiz 2
Quiz 2 [wk 13]

Week 15
Fun activities using the language
Revision for Final Exam

Week 16
Final Assignment/Exam [Written]

Attention: Challenge exam will test Pasos A, B, C, Chapters 1, 2 and 3 of
Dos Mundos. [Any edition]

POLICY INFORMATION

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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 should be done/submitted by the date of deadlines

Classroom/Online Etiquette Procedure:

Attendance and participation in classes are mandatory for all students.

[with exception of a valid excuse].

Students should attend classes on time.

Mutual respect in class is 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.

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: SPAN 102 Introductory Spanish 2
Number of Credits: 3
Days and Times: M W F 12:30-1:20
Semester and Year: Fall 2021
Classroom Location: B1A
Pre-requisite(s): SPAN 101 or its equivalent

Course Lecturer Name(s): Ms. Caron Glenda Juerakhan
Course Director Name: N/A

Course Lecturer(s) Contact Information: glenda_juerakhan@yahoo.com
Course Director Contact Information: N/A

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: Ms. Phillip nphillip2@sgu.edu +1 444 4175 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:

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 Objectives:

1. Develop essential language skills for effective communication in practical, everyday situations,
2. Build on a sound base for further study and use of the language in activities related to work and leisure,

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3. Gain positive attitudes to foreign language learning, to speakers of the language and to their cultures.

Student Learning Outcomes:

1. To speak Spanish so that they are able to participate in conversations on a variety of basic topics
2. To 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;
3. To demonstrate adequate grammatical accuracy when speaking and writing Spanish;
4. To express in Spanish orally and in writing what they are going to do in the future and what they did in the past;
5. To pronounce the sounds of Spanish when speaking or when reading aloud with sufficient accuracy;

Program Outcomes Met By This Course:

GE PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

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Course Materials:

Text: Ultimate SPANISH. Beginner – Intermediate, Living Language Dos Mundos [Any edition]

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

Course Grading Requirement:

- Attendance 10%
- Participation 10%
- Course-work 20% (2 in-class tests/assignments)
- Project 1 30%
- Project 2 30%

Course Requirements:

SPAN 101 or its equivalent

Course Schedule:

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Weeks 1-4: Holidays and celebrations
Daily life/daily activities
Condition and emotion
Grammar [demonstratives...]
Quiz 1 [oral, week 3]

Project #1: Choose a Spanish speaking country and write about their celebrations and holidays in Spanish. Deadline: Wed of week 7.

N.B. No midterm nor final exams.

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. [2 persons] Deadline: Friday of week 14

Weeks 11-14 Neighborhood
Activities and obligations at home
Grammar [expressing obligations: tener que, deber...,
Making comparisons: mas/menos que...]
Quiz 2 [written]

Week 15 Pending Assignments

Attention: Challenge exam will test Chapters 1-7 of
Dos Mundos. [Any edition]

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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:

Click or tap here to enter text.

All assignments should be done/submitted by the date of deadlines.

Points will be deducted for late submissions.

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.

Classroom/Online Etiquette Procedure:

Attendance and participation in classes are mandatory for all students.
[with exception of a valid excuse].
Students should attend classes on time.
Mutual respect in class is expected.

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 Humanities and Social Sciences

Course Code, Title and Number of Credits: SSCI 202- Intro to Empirical Research: 3 Credits

Days and Times: Mon and Wed 3:00 – 4:15

Semester and Year: Fall 2021

Pre-requisite(s): None

Classroom Location: KBT East

Course Director Name: Wendy Crawford-Daniel

Course Lecturer Name(s): Wendy Crawford-Daniel Ph.D.

Course Director Contact Information:

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

Course Director Office Hours: WEDNESDAY – 10:00 – 11:00 - By appointment

Course Lecturer(s) Office Hours: WEDNESDAY 10-11:00,

Course Management tool: To learn to use Sakai, the Course management tool, access the link

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 social research process. The research process 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; distinguishing between and among different research approaches; and ethical issues in research. This course focuses on the theoretical understanding of the skills necessary for developing a research proposal: 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 methods, data analysis methods and ethical issues at every stage of the research process. In addition to lectures and classroom exercises, students undertake small projects to demonstrate an understanding of every stage of the research process.

Course Goals and Objectives

The goal of the course is for participants to develop skills associated with developing an empirical research proposal. This goal is accomplished via the following 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, sampling method to be employed, data collection method and instrument, and analysis plan.

Student Learning Outcomes:

1. Describe and explain basic concepts of Empirical Research.
2. Demonstrate an understanding of Research Methodologies: Quantitative; Qualitative Mixed
3. Source and critique literature on different social issues
4. Conduct an extensive Literature Review on a social issue
5. Use a range of sociological concepts, theories and scientific method to critically prepare a comprehensive research proposal

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.

Course Topics

- 1) What is Scientific Research
- 2) Norms of the Scientific Community
- 3) Steps in the Research Process
- 4) Ethical Issues in Research
- 5) Conducting Literature Review
- 6) Writing a Lit Review & Referencing Research Material
- 7) Theoretical Bases of Research Methodologies
- 8) Elements in Research Methodology:
- 9) Sampling Methods
- 10) Data Collection Methods
- 11) Data Analysis Methods
- 12) Choosing and Designing Research Methodology
- 13) Ethical Issues in Research
- 14) Writing a research Proposal
- 15) Presenting Research Proposal

Research Project Assignment

- 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; significance of the study; delimitations; project goals/s and ethical considerations (20%)
- 2) **Write Literature Review:** Relevant and current info, theoretical component, references (20%)

- 3) **Complete Research Proposal:** Produce a complete research Proposal to include: Proposed Sampling Method (20); Data Collection Plan and Instrumentation (30); Analysis Plan and Budget (10).

The completed proposal must include topic selection, research question/hypothesis, Definition of Concepts; Introduction/Rationale for topic selection/social significance of topic, goal/s of the research; Literature Review; Proposed Design, rationale for choice of design; sampling plan, data collection plan and instrumentation; data analysis plan, budget. (100%).

Final grades will be awarded utilizing the School of Arts and Sciences' grading policy. Please refer to your Student Manual for more details.

Grading 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

Communication

Changes in course scheduling and course assignments will be made by class announcements and/or by e-mail. ***Please check your SGU account regularly***

Academic Integrity

You are required to produce original work, and properly cited papers using APA reference style. Consult Founders Library for further information on APA style. Plagiarism is a serious offence to which the School of Arts and Sciences is intolerant. Plagiarism carries severe penalties (Refer to Student Manual).

READINGS

The text listed below is highly recommended. In lectures and class discussions we will make reference to several of its chapters. You may purchase an electronic copy.

- Neuman, Lawrence W. (2006). *Social Research Methods Qualitative and Quantitative Approaches, 6th Edition*. Pearson Education, Inc. USA

Schedule	
Course Information/Orientation, Introduction of Class Members; Course Assignments - What is Scientific Research Norms of the Scientific Community	Wk 1
Discussion of Research Ideas Develop a Research Topic	Wk 2
Steps in the Research Process	Wk 3
<i>Review of Literature</i> Ethical Issues in using Literature Library Session–	Wk 4
Research Design Quantitative	Wk 5
Research Designs Qualitative -	Wk 6
Mixed methodology Experimental Designs Quasi Experiments Mapping	Wk 7
Mid-Term Week Lit Review Due	Wk 8
Sampling Methods Sampling Procedures Ethical Issues in Data Collection Plan	Wk 9
Instrumentation Plan Preparation of Data collection tools	Wk 10
Analysis Plan Quantitative and Qualitative Analysis	Wk 11

Research Proposal components	Wk 12
Research Proposal Writing	Wk 13
Presentation of Proposal	Wk 14
Presentation of Proposal	Wk 15



Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: SSCI 406: Popular Culture and Identity
Number of Credits: 3
Days and Times: Wednesdays , 4:00 p.m. – 7:30 p.m.
Semester and Year: Fall 2021
Classroom Location: SAH 2
Pre-requisite(s): SSCI 201, Junior Standing

Course Lecturer Name(s): Antonia MacDonald
Course Director Name: Antonia MacDonald

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

Course Lecturer(s) Office Hours: Wednesdays from 1:00 p.m to 3:30 p.m.
Course Director Office Hours: Wednesdays 2:30 – 3:30 p.m.

Course Lecturer(s) Office Location: Ground Floor, Ballsier Building
Course Director Office Location: Ground Floor, Ballsier Building

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 interdisciplinary seminar course brings together Caribbean History and Literature and Politics in the consideration of how identity is constituted in the Caribbean and its Diaspora. Using popular culture as the critical lens through which identity is reflected, this course explores the various ways in which identity and the socio-cultural relationships that constellate around it, are negotiated.

Course Objectives:

This course

1. Provides students with an understanding of the historical, literary and political factors that shape Caribbean identity.
2. Explores popular culture as everyday history and ongoing identity formation
3. Creates the context for students to think critically about the different ways in which identity is reflected in Caribbean popular culture

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. Broaden and deepen students' cultural literacy, including visual and textual literacy.
5. Teaches students the importance of cultural diversity in Caribbean society
6. Enriches students' understanding of the Caribbean and of the role/position of Caribbean in the world
7. Critically interrogates the scope and limits of the application of contemporary sociological perspectives to popular culture and identity
8. Develops in students, critical thinking and writing skills through guided readings, interventions and class debates.

Student Learning Outcomes:

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

1. Identify the intersections between Caribbean Literature, History, and Politics as these relate to identity.
2. Discuss the socio-cultural impact of slavery on identity formation and the movement towards nationalism.
3. Discuss the impact of 19th century colonialism and neo-colonialism on Caribbean identity.
4. Identify the factors shaping the formation of Afro and Indo-Caribbean identity.
5. Apply a variety of theoretical perspectives to analyse Caribbean society.
6. Discuss Caribbean identity in the context of globalization.
7. Identify and discuss the phenomenon of creolization.
8. Discuss the ways in which the various Caribbean diasporas are continually shaping and reshaping Caribbean identity.
9. Discuss the relationship between culture and socio-historical backgrounds of Caribbean Society
10. Analyse the impact of race and class on the formation of Caribbean culture
11. Analyse the ways in which Caribbean society and culture influence and are influenced by societies and cultures outside the region.
12. Analyse the ways in which writers and artists have influenced and participated in artistic and social movements and have shaped trends in Caribbean artistic expression. tion of this course, students will be able to:

Program Outcomes Met By This Course:

SOCPO – 1: Apply classical and contemporary sociological perspectives, theories and research to critically and creatively interpret complex social phenomena and social identities both in the Caribbean and in the broader social world.

SOCPO – 2: Apply their critical thinking skills to sociological analysis.

SOCPO – 3: Apply 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 = 64.4% 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: Assigned articles, readings from novels, newspapers items

- Films, Art

Supplementary Readings/Resources: Where appropriate, additional material will be provided in lectures, or will be placed in a Reading Folder on Sakai or tap here to enter text.

Course Grading Requirement:

Midterm exam – 30 marks

Final exam – 30 marks

Critical Intervention / research paper – 25 marks

Class presentations – 15 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 others
- (v) be responsible team-members

Course Schedule:

Week 1

TOPIC: Defining Culture, Defining Identity

CLASS ACTIVITY: Read and prepare for class discussion: Mathew Arnold's Preface to Culture and Anarchy

Week 2

TOPIC: Language and Identity: Caribbean English Its history and Character

CLASS ACTIVITY: Read and prepare for class discussion:

1. Peter Roberts's West Indians and Their Language. (Chapter 4)
2. Godfrey Chaucer's Prologue to The Canterbury Tales
3. Louise Bennett: "No Little Twang"
4. "Jamaica Language" <https://www.youtube.com/watch?v=0ZjPeMGiOpk>

Week 3

TOPIC: Playing with Words: Language and the performance of Caribbean Identity

CLASS ACTIVITY: Read and prepare for class discussion:

Peter Roberts - "Big words as a form of popular oral culture: sources and Development"

Week 4

TOPIC: Caribbean Literature: Constructing, Deconstructing and Reconstructing Culture

CLASS ACTIVITY: Read and prepare for class discussion:

1. Marlene NourBese Phillip " Discourse on the dialogic of Language"
2. Extract from Earl Lovelace's Salt

Week 5

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*.

TOPIC: Caribbean Film and Art: Cultural Identity performed through the Arts

Guest Lecture: Asher Mains

CLASS ACTIVITY: Read and prepare for class discussion:

Gwen Unger “Understanding Contemporary Caribbean Art Outside of the Latin American Framework”

Week 6

TOPIC: Performing Cultural Identity through carnivals and masquerades

CLASS ACTIVITY: Read and prepare for class discussion:

Antonia MacDonald “Jab-Jab is we Ting: A sociopolitical analysis of Jab Job mas in Grenada”

Week 7

TOPIC: Performing Cultural Identity through festivals and pageants

Week 8

MID TERM WEEK

Week 9

TOPIC: Music as an expression of Caribbean identity: Singing and dancing in a strange land

Guest Presenter: Prof. Emeritus Peter Roberts

Week 10

TOPIC: Caribbean Music in a global space

Read and prepare for class discussion:

1. Don Marshall: “Rhianna, as global icon and Caribbean threshold figure”
2. Nadia Ellis:” Out and Bad: Towards a queer performance hermeneutics in Jamaican Dancehall”
3. Jocelyne Giabault “ Audible entanglements: Nation and Diaspora in Trinidad’s calypso music scene.”

Week 11

TOPIC: Dance as an expression of Caribbean Identity

Read and prepare for class discussion: Antoinette Stines “Does The Caribbean Body Daaance Or Daunce? An exploration of Modern Contemporary Dance from a Caribbean Perspective”.

Viewing and discussion of Alvin Ailey’s Video – Revelations”

Week 12

TOPIC: Sports and Caribbean Identity

November 5. - Due date for Intervention/ Research paper.

Week 13

TOPIC: Religion and Caribbean Identity

Class presentations on Afro-Caribbean religions

Assessment activity

Week 14

TOPIC: Food as a cultural indicator of Caribbean Identity – Part I

CLASS ACTIVITY: Read and prepare for class discussion:

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An Introduction to Food & Identity: From the Everyday to Ritual and Beyond
<https://foodandidentity.wordpress.com/>

Week 15

TOPIC: Food as a cultural indicator of Caribbean Identity – Part II
Presentation on Caribbean Cuisine. Practical Session

Week 16

WEEK OF FINAL EXAMS

Final Exam (this will be done on on Examssoft)

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”
(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>).

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/attendance/>)

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” *(<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>)*

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”

(<https://www.sgu.edu/studentmanual/university/general-policies/student-accessibility-and-accommodation-services/>)

Assignment Submission Procedure:

Assignments are due on time. For each day that an assignment is late, the student's grade on it will be lowered by one (1) letter grade

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.

All assignments must be completed in order to get a passing grade in the course.

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.

For students who are online, midterm and final exams will be done using EXAMSOFT. These exams will be done at exactly the same time as indicated by the exam timetable.

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, or any other device that may disrupt the class.

Please do not sleep, do work for other classes, or carry out 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.

Please do not expect responses to emails sent to the instructor after 5:00 p.m. on a Friday or before 8:00 a.m. on a Monday.

Netiquette:

In order to maintain a positive, and constructive dual teaching environment, students learning remotely will be held to the same standards as those attending face to face classes. As such, below are the mutual expectation of faculty and staff when interacting online:

When on Zoom©, please mute your audio when teaching begins. If you have a question, please use the “raise hand” function, or the Chat feature to ask your question. Please remember to use the “lower hand” function after your question has been acknowledged.

As far as possible, your video must be on during Zoom© teaching sessions. Where that is not possible, you need to seek the permission of the instructor to remain off camera.

Without exception, your Zoom© video must be on when you are asking or answering a question AND when you are doing a class presentation. You have the option of using a virtual background if you do not want to show your ‘workspace’. Please do not display offensive material as your virtual background.

For class presentations, you must be professionally attired.

Please be attentive to the body language, voice tone, and instantaneous listener feedback when asking or answering questions.

When using the Chat function in Zoom©, or in the Discussion Forum on Sakai©, keep in mind the following points:

1. Tone Down Your Language. Given the absence of face-to-face clues, written text can easily be misinterpreted.
2. Avoid the use of strong or offensive language and the excessive use of exclamation points.
3. 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 your statement.

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*.

(1) Unless otherwise indicated by the instructor, all written assignments are required to follow the most recent APA citation style. (2) You must be professionally attired when presenting in class, unless otherwise indicated by the instructor.

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**

GENERAL COURSE INFORMATION

Course Code and Title: SSCI:412 Social Sciences & Medicine
Number of Credits: 3 credits
Days and Times: Monday: 3:45- 4:35 p.m.; Wednesday 3:45 – 5: 35 p.m.
Semester and Year: Fall 2021
Classroom Location: TBA
Pre-requisite(s): N/A

Course Lecturer Name(s): Damian E. Greaves
Course Director Name: N/A

Course Lecturer(s) Contact Information: dgreaves@sgu.edu; Tel. Ext. 3653
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Tues. & Thurs: 10:00 a.m.-2:00 p.m.
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 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:

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*.

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.

Student Learning Outcomes:

Click or tap here to enter text.

1. Outline the relevance of social science disciplines to medicine and health.
2. Discuss current events related to medicine and health care
3. Analyze the significance of race, ethnicity, sexual orientation, class and nationality to health care accessibility, cost and quality of care, and the outcomes of care.
4. Students will produce written research papers to examine health care issues from multiple perspectives.

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%
- F = 65% or less

Course Materials:

Text: 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: Journal articles, videos and other relevant material provided during the course of the semester

Course Grading Requirement:

Evaluation Criteria	Deadline for Submission	Percentage of Grade
Individual Forum Discussion	Wed 1st Sept.	15
Midterm Reaction Paper 1	Wed 29th Sept	25
Group Poster Presentations	Wed 24th Nov.	20
Group Research Paper	Friday 26th Nov.	30
Attendance & Participation	N/A	10
*TOTAL		100%

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:

Mandatory attendance and participation in classes and completion of all class assignments

Course Schedule:

	Topic/Reading	
Date		Presenter
AUG. Mon 16 th	Welcome – Syllabus, Outline of the course, Policies & Procedures; Team Building Introduction	Greaves
Wed 18 th	Welcome – Syllabus, Outline of the course, Policies & Procedures; Team Building Introduction	Greaves
Mon 23 rd	Module One : Social Factors, Illness & Its Meaning	
	What is sociology of health & illness and why study it?	Greaves
Wed 25 th	Contributions of the Social Sciences to Health & Medicine/ Social Construction of Health & Illness Weitz: pages 3-8 Weitz: Chapters 3&4	Greaves
Mon 30 th	The Social Evolution of Medicine	Bidaisee
SEPT.	Module TWO: HEALTH CARE DISPARITIES	
Wed 1 st	Health Inequalities and Inequities (Deadline for Submission of Individual Forum Discussion) Topic: “ <i>The importance of health, healing and illness can be located in the close connection between Medicine and the Social Sciences.</i> ” <i>How do the Social Sciences contribute to your understanding of Medicine? How could such understanding contribute to improvement of medical practice?</i>	Greaves
Mon 6 th	Pre-Med Exams (No Classes)	
Wed 8 th	Pre-med Exams (No classes)	
Mon 13 th	Health Social Movements	Greaves
Wed 15 th	Complementary & Alternative Medicine (CAM)	Arlette

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Mon 20 th	Cultural Competency & Sensitivity issues	Kotze
	Module Three: Health, Medicine & the Environment	
Wed 22 nd	Veterinary Health & Medicine	Kabuusu
Mon 27 th	Introduction to Environmental health	Glasgow
Wed 29 th	Impact of Climate Change on Health (Deadline for Submission of Individual Reaction Paper) Topic: <i>All over the globe, there is evidence of a COVID 19 anti-vaccine stance or vaccine hesitancy. There is a socio-cultural explanation for this. What explanation can you provide for this?</i>	Fletcher
OCT	October 4th -Friday 8th Midterms Exams	
	Module Four: Health Systems & Health Policy	
Mon 11 th	Health Systems – The Building Blocks	Greaves
Wed 13 th	Public Policy for The Public’s Health	Greaves
Mon 18 th	Writing Mini Health Policy Research Paper	Greaves
	Module six: The Patient	
Wed 20 th	Primary Health Care (PHC)	Smith
Mon. 25th	Thanksgiving Holiday	
Wed 27 th	Universal Health Care/People Centered-Care	Greaves
NOV	Module Seven: Physicians & the Profession of Medicine	
Mon 1 st	Pre-Med Exams (No Classes)	Greaves
Wed 3 rd	Pre-Med Exams (no Classes)	Greaves
Mon 8 th	The Profession of Medicine	Greaves
Wed 10 th	Physician Satisfaction & Dissatisfaction	Greaves
Mon 15 th	Group Preparatory Activity -Mini policy Research Paper/ E-Poster Presentation	Greaves
Wed 17 th	Instructor Consultation with Individual Groups	Greaves
Mon 22 nd	Instructor Consultation with Individual Groups	Greaves
Wed 24 th	Group E-poster Presentations	

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>Mon 29th NOV.- Fri 3rd DEC.</p>	<p style="text-align: center;">Final Exams Week (No Exams in this course)</p> <p>(Friday 26th: Deadline for Submission of End of Term Group Mini Research) Topic: <i>“An increasing body of evidence shows the impacts of climate change on health..... Managing health risks amidst climate change effects will require that health systems are able to anticipate, prepare, and quickly respond to and recover from existing and new challenges posed by climate change” (Pan American Health Organization, 2020). Using a country of your choice, develop policy proposal to address concerns surrounding the impact of climate change on that country’s health.</i></p>	
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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

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:

You are to submit one (1) individual reaction paper, one (1) forum discussion, and one research paper for grading. Deadlines for submission are on the course schedules. Topics provided for reaction papers require your perspective/reaction on the issues raised. Please note that reaction papers ought not to exceed 3-5 pages (exclusive of title and references pages). Reaction papers require no less than five references (5), three of which ought to be scholarly references (from peer reviewed journals).

The discussion forum requires students to submit succinct and concise responses to recommended topics and should range between 550 - 600 words. Each student must also respond to at least two of

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.

his/her colleagues' submissions. Your responses ought not to exceed one paragraph. All forum discussions must be submitted in the designated discussion box on your SAKAI accounts. Two references from scholarly peer-reviewed journals are required as part of the submission.

Team research papers should not exceed 8-12 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. (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, 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 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/Online Etiquette Procedure:

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 VETERINARY MEDICINE

INTRODUCTION TO VETERINARY SCIENCE AND MEDICINE (2 Credits)

VSCI301 / Fall 2021

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,

emails: barnlodge@aol.com and akirwan@sgu.edu

- Dr. Rolf Larsen, SVM

Professor Vet. Theriogenology

email: rlarsen@sgu.edu

- Dr. Hector Zerpa Gonzalez

Professor. Vet. Physiology

email: hzerpago@sgu.edu

- Camille Coomasing

Instructor. Pathobiology

email: ccoomansingh@sgu.edu



II. Course location

On Mondays, in the B2A Hall (Top floor of Windward Hall, and on Wednesdays in the Keith B Taylor East Hall.

Online material—Sakai resources: Panopto, Zoom meetings, Test & Quizzes, Lessons, Assignments, and others).

III. Prerequisite 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/examssoft1>

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 Sherding is accessible through Research4Life. Steps to access:

Use the link:

<https://auth.elsevier.com/ShibAuth/institutionLogin?entityID=http://stsr4l.who.int/adfs/services/trust&appReturnURL=https://www.sciencedirect.com/science/book/9780721604220>

You will be prompted to log in to Research4Life

Username: gra002

Password: 77083

VI. 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 fundamental 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 on 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 the 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 assignments, midterm, and final proctored online exams. 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 EXAMSOFTE, are detailed in the SGU Student manual.

<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>

A grade reduction of 5% will be applied to that exam if students do not observe the following parameters during exams monitored online:

1. Avoid talking out loud.
2. Avoid looking away from the monitor.
3. Avoid having distractions (animals, people) in or walking through the room or making noise during the exam.
4. Check that your webcam is recording your full face at all times with adequate lighting.

There will be 2 (two) modular examinations as listed in the table below. Modular examinations expect students to demonstrate in-depth, detailed knowledge about the material covered, including integrating 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 EXAMSOFTE, are detailed in the SGU Student manual.

Assessment	Content	POINTS
Exam 1	Lecture weeks 1-7	50
Exam 2	Lecture weeks 8-15	50
Assignments	Lecture weeks 1, 11 and 14	30
TOTAL POINTS		130

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. Assist in lectures and revise the material on a weekly basis.
2. Make your notes, ensuring that the content is understood.
3. For exam preparation, a self-challenge is crucial: explain the learned material to yourself first without referring to your handouts and notes. Use the lecture learning outcomes for this purpose. Then work in small groups and repeat this process. Vocalization is an essential 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 towards SGU faculty, staff, fellow students, and the general public.

The student is expected to review lecture recordings, assignments, and any other material indicated by the professor before lectures.

XV. Professionalism statement

The SGU's Student Policies, Procedures, and Non-Academic Standards policy are detailed in the SGU student manual 2018/2019.

XVII. Attendance/Participation Policy

Students are expected to be available during the standard 8 AM-5 PM AST school day, to virtually attend, engage with online content, and participate in all classes and clinical rotations for which they have registered. Employment is not an excusable absence. Although attendance, engagement, and participation may not be recorded at every academic activity, attendance, engagement, and participation is graded for mandatory sessions. 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 (Sakai quiz/test or Examssoft) 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 (s) (mvelazqu@sgu.edu) and IT (tellexaminationsservices@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 the highest score recorded at the time but NOT being eligible to take a completion examination.

Scheduling of examinations (regular, re-sit, completion, comprehensive, or exemption) is at the discretion of the University.

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.examssoft.com/sgu) created by ExamSoft for the University.
3. Examinees are responsible for downloading and registering the latest version of Examplify on their laptops 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 laptops 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 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. An 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 materials (such as slides, handouts, and 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 duplicate these materials solely for the purpose of group or individual study. Any other reproduction in whole or in part is prohibited.

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 2021.

LECTURE LEARNING OUTCOMES.



St. George's University



ST GEORGE'S UNIVERSITY
SCHOOL OF VETERINARY MEDICINE
DEPARTMENT OF ANATOMY, PHYSIOLOGY & PHARMACOLOGY
BASIC VETERINARY PHYSIOLOGY SYLLABUS (3 Credits)
VSCI400 / Fall2021

I. Course Faculty and Staff Information

Course Director & Instructor

Dr. Naseer Kutchy, SVM

Assistant Professor Vet. Physiology

Tel: 444-4175 ext. 3330

Email: nkutchy@sgu.edu

Office hours are offered one-to-one individual/small groups by appointment and collective office hours for the whole class and students away from Grenada via Zoom Thursday at 2:30 pm.

Co-Course Director & Instructor

Dr. Hector Zerpa, SVM

Prof. Vet. Physiology, SVM

Tel: 444 - 4175 ext. 3852

Email: hzerpago@sgu.edu

Office hours are offered one-to-one individual/small groups by appointment and collective office hours for the whole class and students away from Grenada via Zoom Thursday at 2:30 pm.

Instructor

Dr. Hugo Hernandez Fonseca, SVM

Prof. Vet. Physiology, SVM

Tel: 444 - 4175 ext. 3328

Email: hfonsec1@sgu.edu

Office hours are offered one-to-one individual/small groups by appointment and collective office hours for the whole class and students away from Grenada via Zoom Thursday at 2:30 pm.

Instructor

Dr. Rolf Larsen

Prof. Theriogenology, Senior Associate Dean

Office: Dean of Veterinary Medicine Office SVM (SGU campus map: # 21)

Tel: 444-4175 x3795

Email: rlarsen@sgu.edu

Office hours are offered one-to-one individual/small groups by appointment and collective office hours for the whole class and students away from Grenada via Zoom Thursday at 2:30 pm.

II. Course location

The course will be delivered in a hybrid teaching modality, including online and in person teaching activities (Sakai resources: Panopto, Zoom meetings, Test & Quizzes, Lessons, Assignments, Forums, Turning Points, ExamSoft, 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.

<https://www.sgu.edu/office-of-information-technology/student-information/itcomputer-recommendations/>

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, BoitanoS, Brooks HL. 25th edition, McGraw-Hill Education., 2016.

<https://accessmedicine-mhmedical-com.periodicals.sgu.edu/Book.aspx?bookid=2525>

- Medical Physiology: The Big Picture by Kibble JD, Halsey CR. McGraw-Hill Education., 2015.

<https://accessmedicine-mhmedical-com.periodicals.sgu.edu/Book.aspx?bookid=2914>

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 tentative assessment procedure of this course contains four (4) examinations: 1st examination (quiz), 2nd examination (midterm), 3rd examination (quiz) 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 EXAMSOFT are detailed in the SGU Student manual.

The assignments will be presented to the class during each module and the students must submit them individually via Sakai at the end of each module. The instructions for the assignment will be given by each instructor.

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, 05 at 10:00 am	Week 12	20
Final: Fourth Examination	Final: Lectures 01-36 Dec, 03 at 10:00 am	Week 16	60
Written Assignments	One assignment per module	Due at the end of module	20
TOTAL POINTS			160

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 attend the lectures, review the 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 2020/2021.

XVII. Attendance policy

The policy relating to class attendance is detailed in the SGU 2020/2021 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 Honour 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 Exemplify on their laptop prior to exam day. Once Exemplify 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 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](#)

XX. Copyright policy

The Plagiarism Policy is detailed in the SGU Student Manual 2020/2021. 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 2021

- Dr. Naseer Kutchy (NK), Dr. Hector Zerpa (HZ), Dr. Hugo Hernandez Fonseca (HHF) and Dr. Rolf Larsen (RL)

Tentative Lecture Schedule: Basic Animal Physiology (VSCI400) – Fall 2021

Basic Animal Physiology (VSCI400) – Fall 2021		
Weeks	Lecture Recording #	Module 1. Nerve & Muscle (HZ)
1 16-20 August	1	Introduction and Principles of Transport Mechanisms
	2	Electrical events on the cell membrane.
	3	The Neuron and conduction of electrical impulses
		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday August 19 at 02:30 pm AST</i>
2 23-27 August	4	Autonomic Nervous System
	5	Reflexes
	6	Physiology of Muscle tissue.
		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday August 26 at 02:30 pm AST</i>
Module 2. Cardiovascular (NK)		
3 30 August 03 September	7	Introduction and Major Aspects
	8	The Heart and Electrocardiography
	9	The Pumping Function of the Heart and Cardiac cycle
		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday September 02 at 02:30 pm AST</i>
4 06-10 September	10	Circulation
		First Examination: quiz, 20 Points / Lectures 1-10 Sep, 9 at 10:00 am
Module 3. Endocrinology (NK)		

5 13-17 September	11	General Aspects
	12	Pancreas
	13	Thyroid gland
		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday September 16 at 02:30 pm AST</i>
6 20-24 September	14	Adrenal Gland and Grow Hormone
		Module 4. Hematology (NK)
	15	Overview and Plasma
	16	Red Blood Cells
		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday September 23 at 02:30 pm AST</i>
7 27 September 1 October	17	Platelets and Hemostasis
	18	Leukocytes and Immune System
		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday September 30 at 02:30 pm AST T</i>
8 04-08 October		Midterm week. Second Examination (midterm)/40 points: lecture recording: 1-18 October 07 at 10:00 am.
9 11-15 October		Module 5. Respiration (NK)
	19	Ventilation and Diffusion of gases
	20	Gas exchange

	21	Gas transport <i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday October 14 at 02:30 pm AST</i>
10 18-22 October	22	Control of Ventilation
		Module 6. Reproduction (RL)
	23	How to graph the estrus cycle
	24	Reproductive cycle: cow <i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday October 21 at 02:30 pm AST</i>
11 25-29 October	25	Reproductive cycle: mare
	26	Reproduction: placenta
	27	Reproductive cycle: canine
		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday October 28 at 02:30 pm AST</i>
12 01-05 November		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Monday November 01. Time to be determined</i>
		Third examination: Quiz: 20 Points / Lectures 19-27 November, 04 at 10:00 am
13 08-12 November		Module 7. Gastrointestinal (NK)
	28	General Aspects of Digestion
	29	Oral cavity, Pharynx, Esophagus, and Stomach
	30	Stomach, Pancreas, and Liver
		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday November 11 at 02:30 pm AST</i>
14 15-19	31	Small intestine, Large intestine, and Ruminants.
	32	Small intestine, Large intestine, and Ruminants.
		Module 8. Renal (HHF)

November	33	Renal: introduction
		<i>One-to-one individual/small groups by appointment and collective office hours for the whole class every and students away from Grenada via Zoom: Thursday November 18 at 02:30 pm AST</i>
15 22-26 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 25 at 02:30 pm AST</i>
16 29 November 03 December		FINAL EXAM VSCI400 (60 pts); Lectures 1-36 December 02 at 10:00 am