



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: Spring 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 3:30 PM to 5:30 PM
Tuesdays & Thursdays 3:30 PM to 6:30 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

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Lesson 6: Drafting Simple Financial Statements from The prepared Unadjusted Trial Balance

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

Quiz # 4

Lesson 7: Transaction Analysis

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

Quiz # 5

Lesson 8: Books of Original Entries

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

Quiz # 6

FINAL EXAMS

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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Your work may be subject to submission to plagiarism detection software, submission to this system

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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

Student Accessibility and Accommodation Services Policy:

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Assignment Submission Procedure:

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Classroom/Online Etiquette Procedure:

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

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Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 204 – Financial Accounting
Number of Credits: 3
Days and Times: Tuesdays & Thursdays 1:00 PM to 2:15 PM
Semester and Year: Spring 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 3:30 PM to 5:30 PM
Tuesdays & Thursdays 3:30 PM to 6:30 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.

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- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
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- 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 30%

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- Attendance 5%
- Mid-Term Exam 20%
- Final Examination - Project 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	QUIZZES
1	The Financial Statements	Chapter 1	Quiz # 1 – Chapter 1
2	Transaction Analysis	Chapter 2	
3	Transaction Analysis		Quiz # 2 – Chapter 2
	Using Accrual Accounting to Measure Income	Chapter 3	
4	Using Accrual Accounting to Measure Income		
5	Using Accrual Accounting to Measure Income		Quiz # 3 – Chapter 3
	Internal Control and Cash	Chapter 4	
6	Internal Control and Cash		Quiz # 4 – Chapter 4
7	Review For Examination		
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		
	Financial Statements Analysis	Chapter 13	
12	Financial Statement Analysis		Quiz # 6 – Chapter 9
	The Statement of Cash Flows	Chapter 12	
13	The Statement of Cash Flows		Quiz # 7 – Chapter 13
14			
15	Review For Examination		
16	FINAL EXAMINATIONS		

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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

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Examination Attendance

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

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

Classroom/Online Etiquette Procedure:

N/A

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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.

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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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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

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Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: ACCT 305 Intermediate Accounting
Number of Credits: 3
Days and Times: Tuesday and Thursday 10.00AM to 11.15AM
Semester and Year: SPR 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
Course Director Contact Information: Click or tap here to enter text.

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

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

Course Support: Tracy Fortune, tfortune@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to a more detailed study of Financial Accounting and Financial Reporting than that covered in earlier accounting courses. It is based on financial reporting using the provisions of the International Financial Reporting Standards (IFRS) issued by the International Accounting Standard Board (IASB). It helps students understand what IFRS is and how the provisions in the standards are applied in practice. It covers the conceptual framework used as the basis for developing the international standards. It covers the format of the financial statements required by IFRS. Students learn about the accounting and financial reporting requirements of some of the elements reported in financial statements. Students also get an appreciation of the challenges and limitations of financial reporting.

Course Objectives:

Upon completion of this course students should be able to:

1. Develop a more in depth understanding of the procedures comprising the Accounting Cycle
2. Appreciate the environment within which financial accounting and financial reporting takes place.

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3. Understand the role professional Accountancy bodies, Standard Setting organisations and regulatory institutions play in financial accounting and reporting.
4. Learn the elements comprising the conceptual framework developed by Standard Setting bodies to guide the development of accounting theory and practice.
5. Identify and describe the recognition, measurement and disclosure rules for various elements of financial statements and for items within those elements.
6. Understand the uses and limitations of Financial Statements

Student Learning Outcomes:

1. Prepare journal entries to record accounting transactions
2. Prepare closing journal entries
3. Prepare reversing journal entries
4. Prepare an Income statement in accordance with International Financial Reporting Standards (IFRS)
5. Prepare a Statement of Financial Position in accordance with IFRS
6. Prepare a Statement of Cash Flows in accordance with IFRS

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

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

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Intermediate Accounting: IFRS edition Volume 1 by Kieso, Weygandt & Warfield, published by Wiley.

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

Course Grading Requirement:

Grades will be earned as follows:

1. Class participation	10%
2. In class quiz	30%

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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 of final examination.

Course Schedule:

Click or tap here to enter text.

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Week	Topic	
1	[Chapter 3] The Accounting Information System. Review of previous financial Accounting course material (Pre-requisite for this course)	
2	[Chapter 1] Financial Reporting and Accounting Standards	
3	[Chapter 2] Conceptual Framework Underlying Financial Accounting	
4	In class quiz	
5	[Chapter 4] Income Statement & Related Information	
6	[Chapter 4] Income Statement & Related Information	
7	[Chapter 5] Statement of Financial Position and Statement of Cash Flows	
8	MID TERM EXAM	
9	[Chapter 7] Cash & Receivables	
10	[Chapter 08] Valuation of Inventory	
11	[Chapter 10] Acquisition & Disposition of Property Plant & Equipment	
12	[Chapter 11] Depreciation, Impairment and Depletion	

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13	[Chapter 12] Intangible Assets IN-Class QUIZ	
14	[Chapter 13] Current Liabilities, Provisions and Contingencies	
15	[Chapter 15] Equity	
16	Final Exams	

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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

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

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Attendance Policy:

Attendance Requirement

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

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

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Assignment Submission Procedure:

Assignments are to be submitted using the assignment tool in Sakai.

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: ACCT307 – Accounting Information Systems and Risk Analysis
Number of Credits: 3 credits
Days and Times: Tues. & Thurs. 2:30 – 3:45
Semester and Year: SPR 2021
Classroom Location: Blended, Bourne Lecture Hall
Pre-requisite(s): ACCT305 & BUSI306

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

Course Lecturer(s) Contact Information: Telephone: 473-444-4175 Email: dshaw@sgu.edu
Course Director Contact Information: Click or tap here to enter text.

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

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is intended to serve as the second semester course in Managerial Finance. It will present the student with methods for analyzing the value of a business investment and review the fundamentals of analyzing investing opportunities in the stock market. Additionally, it is to familiarize students with how Accounting is done in practice. It is an information systems course for Accounting students, not a traditional Accounting course or an MIS course.

Course Objectives:

Upon successful completion of this course, students will:

- 1 Possess a deeper knowledge of Finance.
- 2 Understand the role of financial research in financial markets and how to apply research skills to those finance markets.

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- 3 Demonstrate how accounting information systems process transactions arising from economic events.
- 4 Use systems concepts and terminology to examine the accounting information system and its' subsystems.
- 5 Participate in a project team that will develop an information accounting system.
- 6 Use accounting software (Quick Books) to process accounting information.

Student Learning Outcomes:

1. This course will provide students with the analytical and quantitative skills needed to make sound financial decisions.
2. It will offer the students an opportunity to further understand the theories of corporate finance and how they are applied in the “real world” to generate a lasting value impact for a company.
3. With this understanding, students will design, implement and run an accounting information system for a small business of their choice for three months.

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

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: Quick Books, Handouts

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

The final grades will be determined from the following:

Class Participation	5%
Quizzes	15%
Computer design project	40%
End of term project	40%

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

- Participation in class discussions.
- Satisfactory completion of quizzes.
- Active participant in group.
- Successful completion of mid-term and final exam, computer design project, and end-of-term financial project.

Course Schedule:

Week 1 System Tools

Week 2 Accounting Transaction Cycles

Week 3 Revenue Cycle Applications

Week 4 Expenditure Cycle Applications

Week 5 Conversion Cycle Applications

Week 6 Financial cycle Applications

Week 7 Internal Controls

Week 8 Introduction to Software [QuickBooks Pro], Setting up a Company.

Week 9 Financial Analysis

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Assignment Submission Procedure:

Late Submission

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

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*.

Classroom etiquette

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

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

Eating and drinking are not allowed during lectures

Cell Phones

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

Policy/Procedure Related to the Department:

N/A

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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: Monday and Wednesday 5.30PM to 6.45PM
Semester and Year: SPR 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
Course Director Contact Information: Click or tap here to enter text.

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

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

Course Support: Tracy Fortune, tfortune@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This 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 = 65% 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 of 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	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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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” (p. 9).

Examination Attendance

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

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: ACCT 401 Cost Accounting
Number of Credits: 3
Days and Times: Tuesday and Thursday 2.30PM to 3.45PM
Semester and Year: SPR 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
Course Director Contact Information: Click or tap here to enter text.

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

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

Course Support: Tracy Fortune, tfortune@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

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

Course Objectives:

1. Explain the role of cost accounting information in creating value for managers.
2. Describe the fundamentals of the job costing process.
3. Identify the basic principles of process costing
4. Explain Activity based costing and how it differs from traditional costing methods.

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

5. Identify relevant costs and appropriate techniques for decision-making and use them in various decision-making situations

Student Learning Outcomes:

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

Program Outcomes Met By This Course:

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

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

Supplementary Readings/Resources: Available on the ACCT 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%

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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 of final examination.

Course Schedule:

Click or tap here to enter text.

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

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Attendance Policy:

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Assignment Submission Procedure:

Assignments are to be submitted using the assignment tool in Sakai.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

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*.

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Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: ACCT403 - Financial Audit

Number of Credits: 3 credits

Days and Times: Mon / Wed / Fri 12:30 – 1:20

Semester and Year: SPR 2021

Classroom Location: Blended, Upper Modica

Pre-requisite(s): ACCT305 & BUSI306

Course Lecturer Name(s): Mr. David E. 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: TBD , by appointment

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: CB2 1st floor

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:

In this course we examine the auditing tools, concepts, and techniques used by Auditors to provide information to internal managers, stockholders, and stakeholders. Areas of study consist of professional ethics, internal control, and evidence-gathering techniques.

Course Objectives:

At the successful completion of this course students will:

1. Understand the responsibilities of an auditor.
2. Be able to define professional ethics as it relates to an auditor.
3. Have an understanding of the legal liabilities of the auditor in today's environment.

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4. Understand the need and limitations of audit evidence as it relates to materiality.
5. Describe who is responsible to uncover fraud in an organization and if found, what course of action is expected.

Student Learning Outcomes:

1. By the end of this course, the student will have been introduced to the tools and concepts auditors may use to ensure that a company is reporting accurately.

Program Outcomes Met By This Course:

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

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

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Auditing and Assurance Service - 14th Edition
 By: Alvin A. Arens, Randal J. Elder and Mark S. Beasley

Supplementary Readings/Resources: NA

Course Grading Requirement:

1. Class Participation	5%
2. Written assignments and Quizzes	21%
3. Mid-Term	37%
4. Final	37%

Course Requirements:

1. Participation in class discussion
2. Satisfactory completion of all written assignments
3. Passes in both mid-term and final examination

Course Schedule:

Week	Chapter	Activities
1	Chapter 1	The demand for Audit and other Assurance Services

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2	Chapter 3	Audit Reports	
3	Chapter 4	Professional Ethics	
4	Chapter 5	Legal Liability	
5	Chapter 6	Audit Responsibilities and Objectives	
6	Chapter 7	Audit Evidence	
7		Mid-Term Examination	
8	Chapter 8	Audit Planning and Analytical Procedures	
9	Chapter 9	Materiality and Risk	
10	Chapter 10	Audits of Internal Control and Control Risk	
11	Chapter 11	Fraud Auditing	
12	Chapter 15	Audit Sampling for Tests of Controls and Substantive Tests	of
		Transactions	
13	Chapter 17	Audit Sampling for Tests of Details of Balance	
14	Chapter 24	Completing the Audit	
15	Chapter 25	Other Assurance and Non-Assurance Services	
16		Final Examination	

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

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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: ARTS 205 – Drawing I
Number of Credits: 3
Days and Times: Tuesdays; 5:30pm – 8:00pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

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

Course Lecturer(s) Contact Information: 444-4175; ext. 3692
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: M – F 8:00am – 6:00pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Bldg.- Upstairs
Course Director Office Location: N/A

Course Support: Nikisha Thomas, nstomas@sgu.edu; 3692

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

COURSE CURRICULUM INFORMATION

Course Description:

This 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.

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Course Objectives:

The objective of this course is to expose students to a wide variety of approaches to drawing with a particular emphasis on how drawing can be a helpful tool for cognitive processes. The course will teach some traditional approaches as well as contemporary approaches using drawing as a way of developing concepts.

1. To use drawing as a means of expression and communication
2. To be able to describe, analyse, and evaluate drawings as an art form
3. To demonstrate the ability to observe and make a record of observations through drawing

Student Learning Outcomes:

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

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

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: Texts will be available to read online.

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

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%

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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, Jan 19: Introductions, Mark-making and still life, (gesture drawing and types of lines)

Week 2, Jan 26 : Still life (line, mass, scribble gestures)

Week 3, Feb 2: Still life (sustained gesture, continuous line drawing, organizational line drawing)

Week 4, Feb 9: Copying great drawings (space, perspective, hatching/crosshatching)

Week 5, Feb 16: Drawing from a photograph (student's choice, value and shading)

Week 6, Feb 22: Subjective and Objective drawings (Student's choice, starting to develop concepts)

Week 7, Mar 2: Mid-term Critiques

Week 8, Mar 9: No Class, Mid-terms

Week 9, Mar 16: Clothed Figure (classical poses)

Week 10, Mar 23: Drawing from nature (particular emphasis on patterns)

Week 11, Mar 30: Alternative Processes (exploration of limitations)

Week 12, Apr 6: Alternative Processes (developing concepts),

Week 13, Apr 13: Begin working on Final Projects

Week 14, Apr 20: Work on Final Projects

Week 15, Apr 27: Presentation and critique of final 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*.

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:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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

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



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

GENERAL COURSE INFORMATION

Course Code and Title: BIOL101: Anatomy & Physiology I
Number of Credits: 4
Days and Times: 8:30 AM to 10:00 AM – Monday
Semester and Year: Spring 2021
Classroom Location: Online Delivery
Pre-requisite(s): n/a

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

Course Director: Dr. Woongkee Baek
Associate Course Director: Dr. Kevlian Andrew
Secretarial Staff: Ms. Maisha Archibald

myarchibald@sgu.edu

Course Lecturer(s) Contact Information:

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

Course Director Office Hours: TBA

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

Course Director Office Location: Department of Anatomical Sciences

Course Support: Maisha Archibald (myarchibald@sgu.edu)

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

COURSE CURRICULUM INFORMATION

Course Description:

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

Course Objectives:

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

Pre-Midterm objectives

Introduction

Medical Terminology & Imaging

1. Define the terms anatomy and physiology.
2. 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.
3. List and describe the directional terms used to locate body structures.
4. Define the anatomical planes and sections as well as the axis of movements.
5. Describe the major body cavities and their contents:
 - a) Describe the cranial and vertebral cavity boundaries and their general contents.
 - b) Describe the thoracic cavity, the subdivisions, boundaries and their general contents.
 - c) Describe the abdominopelvic cavity, the subdivisions, boundaries and their general contents.
 - d) Discuss the membranes that line the major body cavities.
6. Describe the principles and importance of the following medical imaging procedures.
 - a) Radiography
 - b) Magnetic Resonance Imaging
 - c) Computed Tomography
 - d) Ultrasound
 - e) Angiography
 - f) Positron Emission Tomography
 - g) Endoscopy
7. Identify normal anatomical structures in radiographs, magnetic resonance imaging, computed

tomography, angiography and ultrasound.

Basic Tissues

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

Cell Physiology

1. Identify the three main parts of the cell.
2. Describe the basic structure and function of the cytoplasm, cytosol and the following organelles: centrosome, cilia and flagella, ribosome, endoplasmic reticulum, golgi complex, lysosome, mitochondria, and nucleus.
3. Describe the composition of a 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.
4. Describe the various types of transport across the cell membrane.
 - a) Describe the passive processes of simple and facilitated diffusion.
 - b) Define and describe osmosis and osmotic pressure.
 - c) Describe active transport and the three types of vesicular transport.

Excitable Tissue

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

Muscle Physiology

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

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

Introduction to Human Development

1. Differentiate between embryological development and fetal development.
2. Describe the major events that occur during the first week of development.
3. Describe the major events that occur during the second week of development.
4. Describe the major events that occur during the third week of development.
5. Describe the development of the Placenta
6. Describe the major events that occur during the fourth week of development.
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. Describe the two subdivisions of the skeletal system.
2. Describe how bones are classified based on their shape and/or location.
 - a) Describe the two major types of surface markings found on these bones.
3. Identify and name the cranial bones and their general features:
 - a) Frontal
 - b) Parietal
 - c) Temporal
 - d) Occipital
 - e) Sphenoid
 - f) Ethmoid
4. Identify and name the facial bones:
 - a) Nasal
 - b) Lacrimal
 - c) Palatine
 - d) Inferior nasal conchae
 - e) Vomer
 - f) Maxilla
 - g) Zygomatic
 - h) Mandible
5. Describe the general features of the skull such as the cranial sutures and paranasal sinuses.
6. Describe the general structure and regions of the vertebral column.
 - a) Identify the normal curvatures of the spine.
 - b) Describe the structure of typical vertebrae.
 - c) Describe the importance of intervertebral discs.

7. Identify the key features of typical cervical, thoracic, and lumbar vertebrae.
8. Identify the key features of the sacrum and coccyx.
9. Identify the various parts of the sternum and ribs.
10. Briefly describe the development of the skeletal system.

Appendicular Skeleton & Joints

1. Identify the bones of the pectoral girdle.
 - a) Identify the surface markings of the clavicle and scapula.
2. Identify the bones and important surface markings of the upper limb.
 - a) Humerus
 - b) Ulna
 - c) Radius
 - d) Carpal bones
 - e) Metacarpals
 - f) Phalanges
3. Identify the bones of the pelvic girdle.
 - a) Identify the surface markings of the ilium, ischium, and pubis.
 - b) Describe the difference between a false and true pelvis.
4. Identify the following bones of the lower limb and briefly describe important surface markings of each.
 - a) Femur
 - b) Tibia
 - c) Fibula
 - d) Tarsal bones
 - e) Metatarsals
 - f) Phalanges
5. Explain the structural and functional classification of joints.
6. Describe the three types of fibrous joints and give examples of where they are found in the body.
7. Describe the two types of cartilaginous joints and 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 types of movements that occur at synovial joints. Give examples of where these movements occur in the body.
10. List and describe the types of synovial joints and give examples of their locations in the body.
 - a) Describe the anatomical components of the shoulder joint.
 - b) Describe the anatomical components of the elbow joint.
 - c) Describe the anatomical components of the hip joint.
 - d) Describe the anatomical components of the knee joint.

Muscular System

Overview & Head and Neck

1. Briefly describe the development of muscle tissue.
 - a) Define the terms myotome, dermatome and sclerotome.
2. Describe the relationship between the muscular and skeletal systems, and how that translates to movement.
 - a) Define the terms origin and insertion.
 - b) Define the terms lever, fulcrum and load.
 - c) Define the terms prime mover/agonist, antagonist and synergist.
3. Describe the different fascicle arrangements of muscles.

4. Explain the naming criterion for muscles.
5. List and describe the action for the muscles of mastication, eye movements, facial expression and general movements of the head.

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

Back, Upper Limb, Thoracic & Abdominal Wall

1. Identify the following muscles of the back and describe their action:
 - a) Erector Spinae group
 - b) Splenius
 - c) Transversospinales group
2. Identify the following muscles of the thorax, shoulder and upper arm and describe their action:

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

Abdomen, Pelvis and Lower Limb

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

a. Adductor Longus	h. Vastus Lateralis
b. Adductor Brevis	i. Vastus Medialis
c. Adductor Magnus	j. Vastus Intermedius

- d. Gracilis
- e. Pectineus
- f. Sartorius
- g. Rectus Femoris

- k. Semimembranosus
- l. Semitendinosus
- m. Biceps Femoris

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

Post-Midterm

objectives

Respiratory System

Anatomy

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

Physiology

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

3. Briefly discuss how surface tension, compliance of the lungs and airway resistance affects ventilation.
4. 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) Explain the role of hemoglobin and its relationship with pO_2 .
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) Describe the 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.

Cardiovascular System

Anatomy

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

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

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

Physiology

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

Digestive System Anatomy

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

- a) Outline the flow of bile from the liver and gallbladder into the small intestine.
- 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. Outline the venous drainage of the digestive system.
 - a) Discuss the components of the portal triad.

Physiology

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

Student Learning Outcomes:

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

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

Program Outcomes Met by This Course:

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

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

SAS Grading Scale:

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

Grades will be assigned as follows:

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

Course Materials:

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

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

Course Grading Requirement:

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

Course Requirements:

Students will be required to:

- (i) be prepared for class by doing the necessary readings;
- (ii) contribute thoughtful ideas to class discussions and engage in constructive debate;
- (iii) conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- (iv) listen carefully to instructions given by faculty – 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	Date	Topic/Exercises	Assignments/Reading
1	Jan 18, 2021	Course Introduction	
	Jan 20, 2021	1. Medical Terminology and Imaging	Read pgs. 1 – 27 (Text)
	Jan 22, 2021	2. Basic Tissues	Read pgs. 111–138 (Text)
			Weekly Lecture Summary
2	Jan 25, 2021	3. Cell Physiology	Read pgs. 64–77 (Text)
	Jan 27, 2021	4. Excitable Tissue	Read pgs 420-438 (Text)
	Jan 29, 2021	5. Muscle Physiology I	Read pgs. 305-324 (Text)
			Weekly Lecture Summary
3	Feb 01, 2021	6. Muscle Physiology II	Read pgs. 305-324 (Text)
	Feb 03, 2021		
	Feb 05, 2021		Weekly Lecture Summary
4	Feb 08*, 2021	PUBLIC HOLIDAY – INDEPENDENCE	
	Feb 10, 2021	EXAM 1 (date TBA)	
	Feb 12, 2021		
5	Feb 15, 2021	7. Introduction to Human Development;	Read pgs. 1160-1176 (Text)
	Feb 17, 2021	8. Skeletal System: Axial Skeleton	Read pgs. 202-239 (Text)
	Feb 19, 2021	9. Skeletal System: Appendicular Skeleton & Joints	Read pgs. 242-267 (Text)
			Weekly Lecture Summary
6	Feb 22, 2021	10. Muscular System: Head and Neck	Read pgs. 353-365 (Text)
	Feb 24, 2021	Lab 1: Musculoskeletal System	
	Feb 26, 2021	11. Muscular System: Back, Thoracic, Upper Limb & Abdominal Wall	Read pgs. 369-371, 375-397 (Text)
			Weekly Lecture Summary
7	Mar 01, 2021	12. Muscular System: Abdomen, Pelvis & Lower Limb	Read pgs. 372-374, 398-413 (Text)
	Mar 03, 2021	Lab 2: Musculoskeletal System	
	Mar 05, 2021		Weekly Lecture Summary
8	Mar 08, 2021	EXAM 2	
	Mar 10, 2021		
	Mar 12, 2021		
	Mar 15, 2021	13. Respiratory System I; Buzz 1	Read pgs. 891-926 (Text)
	Mar 17, 2021	14. Respiratory System II	

9	Mar 19, 2021	15. Respiratory System III	
			Weekly Lecture Summary
10	Mar 22, 2021	16. Cardiovascular System I	Read pgs. 727-814 (Text)
	Mar 24, 2021	Lab 3: Cardiovascular & Respiratory Systems	
	Mar 26, 2021	17. Cardiovascular System II	Weekly Lecture Summary
11	Mar 29, 2021	18. Cardiovascular System III	Reading as assigned above for Cardiovascular System
	Mar 31, 2021	19. Cardiovascular IV	
	Apr 02*, 2021	PUBLIC HOLIDAY – GOOD FRIDAY	Weekly Lecture Summary
12	Apr 05*, 2021	PUBLIC HOLIDAY – EASTER MONDAY	
	Apr 07, 2021	EXAM 3 (date TBA)	
	Apr 09, 2021		
13	Apr 12, 2021	20. Digestive System I; Buzz 2	Read pgs. 941-990 in text
	Apr 14, 2021	Lab 4: Cardiovascular System	
	Apr 16, 2021		Weekly Lecture Summary
14	Apr 19, 2021	21. Digestive System II;	Reading as assigned from Digestive Systems above
	Apr 21, 2021	22. Digestive System III	
	Apr 23, 2021	23. Digestive System IV	Weekly Lecture Summary
15	Apr 26, 2021		
	Apr 28, 2021	Lab 5: Digestive System	
	Apr 30, 2021		
16	May 03, 2021	EXAM 4	
	May 05, 2021		
	May 07, 2021		

Assignments

Lab quizzes – refer to Quizzes and Examinations below

Weekly summaries

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

Professionalism points

Professionalism is an important component of your academic life at SGU. In this course, Professionalism addresses timeliness, compliance, accountability, professional appearance, interactions, teamwork, motivation and respect. There are ten points for professionalism which will be awarded at the end of the term, based on the categories listed above. Please remember to address your emails and comments accordingly. Always use your SGU email address in any course correspondence with faculty; we will not reply to any other email. Points will be automatically awarded for appropriate professional conduct. It is anticipated that students will demonstrate professional behavior at all times, and therefore, earn the 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. 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.

Quizzes and Examinations

All quizzes and exams will be done via ExamSoft software.

There are 5 online **Lab Quizzes** that will be posted on ExamSoft. 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 (usually for one week). All students must complete the quizzes individually. Your access to these assignments will be recorded and traceable.

The **Exams** each contain 50 multiple choice questions on course material presented in each half of the course. The date, time, venue and other details related to the exams will be made available on My Courses. The final exam may be up to 5-10 % cumulative.

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

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).

Virtual classes

Students are allocated into two groups depending on their time zone or preference. There will be two sessions on Mondays, one at 10:00 AM (Grenada time) and a repeat session in the evening at 7:00PM (Grenada time). Students are requested to attend their assigned session. In order to change the assigned session, students need to submit a request to Dean of Student (DOS) and notify the course director.

The attendance to all online activities including Online interactive sessions and buzz groups is mandatory. The attendance of all virtual sessions is automatically captured by Zoom platform. Students are required to attend all virtual classes. In the event of an absence, the student is responsible to report his/her course director/associate course director. A failure to attend these sessions without a documented/excused absence may result an academic disciplinary action. Multiple absences will be perceived as an incompleteness of the course and can result in a 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 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:

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

Classroom/Online Etiquette Procedure:

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

IT Issues

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

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.

Virtual class etiquettes

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



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL200 Botany
Number of Credits: 3
Days and Times: Monday and Wednesday, 4:00 pm to 5:15 pm
Semester and Year: Spring 2021
Classroom Location: Online Delivery
Pre-requisite(s): N/A

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

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

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

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introductory botany course. As such, one of the primary goals of the course is to introduce students to the principles and general concepts of botany. In this course, we will cover a broad range of topics including the biology of the plant cell, photosynthesis and respiration, plant organs, plant diversity, and human interactions with plants. We will also take an in-depth look at the plant ecosystems of Grenada. This course has been created to cover these numerous important topics to ensure a foundational knowledge of botany and plant science is achieved. Botany 200 will be intensive in terms of reading, writing, and self-expression. Students will be expected to verbalize their thoughts and observations from lectures, field trips, and labs during classroom discussions. Students will have numerous opportunities for self-learning in a variety of laboratory experiments, presentations, fieldwork, and a paper. Botany is in many ways a visual art, and students will work on illustrating and identifying a variety of plant parts. The formal concepts introduced in this class will be presented by your professor and will be supplemented by group discussions, lab/class activities, and fieldwork.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

This course is designed to:

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

Student Learning Outcomes:

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

Technical Skills Outcomes:

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

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%

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

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

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

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

Course Grading Requirement:

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

THE REMAINING POINTS TO BE EARNED AS OUTLINED BELOW:

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

There will be one PERSONAL FIELD TRIP in this course that is worth 20 percent of your grade. This field trip is integral to student success in this course and will provide first-hand experiences for every student to increase their connection and understanding of the terrestrial ecosystems of Grenada. There will be a field trip paper due for the PERSONAL FIELD TRIP.

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

You will be required to conduct two laboratory-based activities that will account for 20 percent of you overall grade.

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

Course Requirements:

N/A

Course Schedule:

BIOL 200: 2021 Tentative Spring Lecture Schedule			
Week		M: Lecture 1	W: Lecture 2
18-Jan	01	Introductions & Syllabus Review	What is Botany
25-Jan	02	Plant Cells	Plant Molecules
1-Feb	03	Membrane Structure and Function	Group Presentation I
8-Feb	04	Independence Holiday	Catch Up Day
15-Feb	05	QUIZ 1	Cellular Respiration

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22-Feb	06	Photosynthesis	Ethnobotany I
1-Mar	07	Ethnobotany II	Group Presentation II
8-Mar	08	Midterm Exam	Midterm Week
15-Mar	09	Genetics	Evolution
22-Mar	10	QUIZ 2	Plant Diversity I
29-Mar	11	Plant Diversity II	LAB I
5-Apr	12	Holy Monday Holiday	Plant Structure I
12-Apr	13	Plant Structure II	Secondary Growth
19-Apr	14	Humans and Plants	QUIZ3
26-Apr	15	Poisonous Plants II	Poisonous Plants I
3-May	16	Final Exam—likely today	Final Exams Week

POLICY INFORMATION

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

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

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

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

Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

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

Policy/Procedure Related to the Department:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 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: BIOL 201 Natural History of Grenada
Number of Credits: 3
Days and Times: Mon & Wed 1:30 pm – 2:45 pm
Semester and Year: Spring 2021
Classroom Location: Remote teaching using Zoom
Pre-requisite(s): None

Course Lecturer Name(s): Ms. Roxanne Graham
Course Director Name: Dr. Stephen Nimrod

Course Lecturer(s) Contact Information: rgraham2@sgu.edu
Course Director Contact Information: snimrod@sgu.edu

Course Lecturer(s) Office Hours: By Appointments Only
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 will introduce students to the natural history of Grenada through the study of geology, geography, biogeography, flora and fauna. The students will gain an appreciation of the local, natural environment and the processes that lead to the formation of volcanic oceanic islands like Grenada. Examples of how local flora and fauna most likely came to Grenada and establish themselves to form the natural environment will be discussed. Instruction on the identification of major taxonomic groups found in Grenada and the Caribbean will be combined with explanation on how these organisms interact with themselves and their environment. This course introduces students to the natural history of Grenada by viewing specimens, slides, and by taking short field trips to nearby shores and terrestrial areas to engage students actively. This course will provide an appreciation of why the unique organisms of our environment are being studied and exploited for research, ecotourism and commercial development, and why these organisms should be protected.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 formal concepts introduced in this class will be presented by your lecturer and will be supplemented by group lab/class activities, and field work.

Course Objectives:

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

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.

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

BIOL – PLO6: Demonstrate problem solving and critical thinking skills

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: None

Supplementary Readings/Resources:

- Caribbean Conservation Association (1991) Grenada Environmental Profile. Island Resources Foundation, Barbados.
- Jackson, M.H., 1993. Galápagos, a natural history. University of Calgary press.
- Marshall N. (1992) Understanding the Eastern Caribbean and the Antilles: with checklist appended. Th'anchorage Publisher.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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

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Course Schedule:

BIOL 201 Natural History of Grenada Spring 2021 Lecture Plan				
Week	Lect	Day	Date	Lecture Topic
Week 1	1	Mon	18-Jan	Course introduction
	2	Wed	20-Jan	Natural History overview (Grenada Geography)
Week 2	3	Mon	25-Jan	Geology, topography, soils (volcanic vs coral island)
	4	Wed	27-Jan	Climate, weather, seasonality
Week 3	5	Mon	01-Feb	Biogeography (how organisms got here?)
	6	Wed	03-Feb	Sum-up
Week 4	7	Mon	08-Feb	Holiday
	8	Wed	10-Feb	Quiz (1)
Week 5	9	Mon	15-Feb	Freshwater sources (rivers, springs, lakes etc)
	10	Wed	17-Feb	Major natural vegetation (forest to the coast)
Week 6	11	Mon	22-Feb	Terrestrial Wildlife in GND Pt 1: How Animals came here?
	12	Wed	24-Feb	Terrestrial Wildlife in GND Part 2: Ecosystems & Food webs
Week 7	13	Mon	01-Mar	Sum-up
	14	Wed	03-Mar	Quiz 2
Week 8				Mid Term Week
				Mid Term Week
Week 9	15	Mon	15-Mar	Coastal features (coastline, bays, beaches, etc)
	16	Wed	17-Mar	Coastal features (marine resources, fisheries)
Week 10	17	Mon	22-Mar	Intertidal Organisms (mollusc & Crustaceans)
	18	Wed	24-Mar	Marine reptiles (Turtles)
Week 11	19	Mon	29-Mar	Quiz 3
	20	Wed	31-Mar	Marine reptiles (Turtles)
Week 12	21	Mon	05-Apr	Holiday
	22	Wed	07-Apr	Sharks & Rays around Grenada
Week 13	23	Mon	12-Apr	Marine Mammals (Whales & Dolphins)
	24	Wed	14-Apr	Sum-up
Week 14	25	Mon	19-Apr	Quiz 4
	26	Wed	21-Apr	Marine Fishes
Week 15	27	Mon	26-Apr	Marine Fishes
	28	Wed	28-Apr	Quiz 5
Week 16				Final Examination Week
				Final Examination Week

Field Trips

1. Terrestrial Features of Grenada: Saturday 20 Feb 2021: 10:00 am – 1:00 pm
2. Coastal & Intertidal Features of Grenada: Saturday 19 Mar 2021: 10:00 am – 1:00 pm

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POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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

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

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

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

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Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

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*.

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**

**BIOL202: Anatomy & Physiology II (4cr.)
SPRING 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: Feimatta Sowa, MD fsowa@sgu.edu
Associate Course Director: Mohamed Abdelrahim, MD mabdelra@sgu.edu

Secretarial Staff: Ms. Maisha Y. Archibald myarchibald@sgu.edu

Teaching Faculty:

Vasavi Gorantla, PhD vgorantl@sgu.edu
Elio Plevneshi, MD eplevne1@sgu.edu
Woongkee Baek, MD wbaek@sgu.edu
Crystal Antoine-Frank, MD cantoinef@sgu.edu
Michael Montalbano, MD mmontall@sgu.edu
Geobrina Hargrove, MD ghargrov@sgu.edu
Feimatta Sowa, MD fsowa@sgu.edu

DES Facilitator

TBA

3. Communication

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

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

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

Faculty Appointments

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

Content Related Questions

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

Forums in My Courses:

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

Announcements:

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

4. Attendance Policy

Students are expected to attend all scheduled course activities as they are an essential component for your success 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 virtually via pre-recorded videos on Mondays, Wednesdays, and Fridays from 10:00am – 11.15am.

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

The emphasis in the lectures is to give an outline of what students are expected to know, prioritize important aspects, and explain some of the difficult concepts. **The lecturer may not be able to cover all the aspects listed in the handouts. 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 question on images from course content and 5 questions from cadaver/video specimen (total of 20 clicker/scantron quiz**

questions) based on material discussed during recent lectures and the lab session. **Lab. points will be lost if a student is absent for the live Lab. sessions. Attendance is absolutely necessary, and no make-up sessions are allowed.**

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.

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

9. Quizzes and Exams

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

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

10. Grading

CATEGORY	POINTS	PERCENTAGE
Exam 1	50	20
Exam 2	50	20
Exam 3	50	20
Exam 4	50	20
Lab Quizzes	40	10
Online Quizzes	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	<u>≤64.4%</u>

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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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: Online
Pre-requisite(s): BIOL220

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

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

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

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

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:

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

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4. Discuss aspects of physiological mechanisms and the interaction between organ systems and how they maintain homeostasis within the human body.
5. Provide examples of physiological and cellular defects that lead human pathology.

Student Learning Outcomes:

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

Program Outcomes Met By This Course:

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

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

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SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: 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 Examssoft (Examplify) system. Students were mandated to attend Examssoft training during Orientation week. It is the students responsibility to obtain training in Examssoft 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 (Jan 18)		Introduction	Martin/Jones
	1	Epithelium	Jones
	2	Connective Tissue	Jones
2 (Jan 25)	3	Cartilage	Jones
	4	Bone	Jones
	5	Muscle Histology	Jones
3 (Feb 1)	6	Muscle Physiology	Martin
	7	Muscle Fatigue	Idries
	8	Axial Skeleton	Jones

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 (Feb 8)	9	Skeleton and Joints	Jones (HOLIDAY)
	10	Digestion I	Martin
	11	Digestion II	Martin
5 (Feb 15)		Exam #1 (Session 1-7)	Martin
	12	Digestion III	Martin
	13	Digestion IV	Martin
6 (Feb 22)	14	Blood	Martin
	15	Cardio I	Martin
7 (Mar 1)		Exam #2 (Session 8 – 14)	Martin
	16	Cardio II	Martin
	17	Respiration I	Martin
8 (Mar 15)	18	Respiration II	Martin
	19	Excretion I	Idries
	20	Excretion II	Idries
9 (Mar 22)		Exam #3 (Session 15 - 20)	
	21	Female Reproduction	Martin
	22	Male Reproduction	Martin
10 (Mar 29)	23	Neuro - Cells	Martin
	24	Central Nervous System	Martin
	25	Periph. Nervous System	Martin
11 (Apr 5)	26	Action Potentials	Martin (HOLIDAY)
	27	Sensory Systems	Martin
	28	Vision	Martin
12 (Apr 12)	29	Vision	Martin
		Exam #4 (Sessions 21-29)	(FINAL EXAM PERIOD)

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

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

<u>Live Session</u>	<u>Date:</u>	<u>Topics:</u>
1	January 18 (Martin)	Introduction to course
2	January 25 (Jones)	Epithelium/Connective Tissue
3	February 1 (Jones)	Bone/Cartilage/Muscle Histology

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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	February 22 (Martin)	Digestion
5	March 15 (Martin)	Cardio/Respiration
6	March 29 (Martin)	Reproduction
7	April 12 (Martin)	Nervous system
8	April 19 (Martin)	Sensory/Vision

Laboratory Schedule:

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

Lab #	Date	Topic
1	Jan 22	Epithelium histology
2	Jan 29	Connective tissue, cartilage and bone Histology
3	Feb 5	Muscle fatigue and Muscle Histology
4	Feb 12	GI Histology and rat anatomy
5	Feb 19	Rat muscle
6	Feb 26	Laboratory Midterm Exam
7	March 5	Respiration and urine analysis
8	March 19	Exercise and blood pressure
9	March 26	Heart anatomy, rat GI and respiratory system
10	April 9	Rat urogenital and circulatory system
11	April 16	Equilibrium
12	April 23	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
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1	Jan 22	2-3 (epithelium, connective tissue)
2	Jan 27	4-5 (cartilage, bone)
3	Feb 3	6-8 (muscle)
4	Feb 8	12-13 (skeleton)
5	Feb 19	14-17 (digestion)
6	Feb 22	18-22 (blood, cardio)
7	Mar 15	23-24 (respiration)
8	Mar 19	25-26 (excretion)
9	Mar 26	29-30 (reproduction)
10	Apr 12	31-39 (neuro, sensory, vision)

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

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

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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: BIOL211 Conservation and the Environment
Number of Credits: 3
Days and Times: Tuesday and Thursday, 1:00 pm to 2:15 pm
Semester and Year: Spring, 2021
Classroom Location: Online Delivery
Pre-requisite(s): N/A

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

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

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

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

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

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introduced in the course. The formal concepts introduced in this class will be presented by your professors and will be supplemented by group discussions, lab/class activities, and field trips.

Course Objectives:

This course is designed to help you:

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

Student Learning Outcomes:

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

Technical Skills Outcomes:

N/A

Program Outcomes Met By This Course:

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

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

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

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

BIOL – PLO5: Demonstrate effective communication of scientific knowledge.

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

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SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

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

Supplementary Readings/Resources:

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

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

Course Grading Requirement:

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

Endangered or Extinct Species Presentation (30% of grade): Student teams (each team consisting of three to four students) will thoroughly research a species that has recently become extinct or is on the brink of extinction. This assessment should include life history, probable proximate, and ultimate causes of near extinction or extinction, and the potential ecological, economic, cultural, and/or philosophical impacts that the loss of this species may have on the local/global human community. Students will present this report to the class. These oral reports should be 15-20 minutes in length and must include at least 5 scientific literature citations that are distinct from class material. Please allocate 3 minutes for a question period after presentation. Note: Most students do PowerPoint presentations. Additional information for this project will be provided during the course.

Field Trip Summary and Assessment (10% of grade): Students are required to complete a personal field trip. They will write a field trip report (worth 10%). The report must include your observations, questions you may have, points for further discussion, reflection, etc. The paper will be a minimum of 2 pages, typed and double-spaced. For the other field trip, students will do an in-field assessment using a checklist and will undergo brief informal interviews (Not graded, goes toward participation points). Note: Field trip attendance is mandatory unless approved by the professor a MINIMUM of 48 hours before the date of the trip.

Participation and Class Activities (10% of grade): Classroom activities will revolve around the required readings and lecture topics. Students will be expected to fully participate in all classroom activities which in some cases will require short oral presentations. Failure to participate will result in a loss of points. Note: Failure to attend class is the most common way to lose points!

Course Requirements:

N/A

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Course Schedule:

BIOL 211: 2021 Spring Lecture Schedule			
Note: Schedule is subject to change			
Week		T: Lecture 1	Th: Lecture 2
19-Jan	01	Introductions & Syllabus Review	What is Conservation Biology
26-Jan	02	Biodiversity	Value of Biodiversity
2-Feb	03	Threats to Biodiversity II	Threats to Biodiversity I
9-Feb	04	Forestry Guest Lecture	Quiz 1
16-Feb	05	Conserving Populations and Species	Extinction
23-Feb	06	Protected Areas	Processes of Extinction Case Study
2-Mar	07	Ocean Spirits Guest Lecture	Catch Up Day
9-Mar	08	Midterm	Midterm
16-Mar	09	Quiz 2	Orangutan Case Study
23-Mar	10	Conservation Activity	The Challenges of Sustainable Development
30-Mar	11	BATS	Catch Up Day
6-Apr	12	Bird Presentation	Guest Lecture Mangrove Restoration
13-Apr	13	Guest Lecture on Coral Restoration	Quiz 3
20-Apr	14	Group Presentation	Group Presentation
27-Apr	15	Group Presentation	Class Activity
4-May	16	Finals	Finals

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

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

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Policy/Procedure Related to the Department:

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 215, Biology and Diversity of Life
Number of Credits: 3
Days and Times: Tuesdays & Thursdays - 4:00pm – 5:15pm
Semester and Year: Spring 2021
Classroom Location: **Remote Teaching & Learning using Zoom & Panopto**
Pre-requisite(s): Nil

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

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

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

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

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

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.

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

BIOL – PLO5 Demonstrate effective communication of scientific knowledge.

BIOL – PLO6 Demonstrate problem solving and critical thinking skills

Marine, Wildlife and Conservation Biology 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:

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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: Will be assigned

Course Grading Requirement:

3 Quizzes:	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 the assigned reading material and class lectures. Quizzes are done using ExamSoft. Note: Exams may consist of multiple choice, true or false, short answer, matching, and fill-in-the-blank questions.

Written Assessments: Students will write a five (5) page case study research paper on a topic within biodiversity, conservation and climate change. Detailed instructions will be distributed on March 11th, 2021. Papers will cite course materials as well as non-course credible sources. A rubric will also be provided for guidance. Students will hand in papers through TURNITIN on SAKAI. Due date is included in the tentative schedule.

Participation: - Due to the transition to remote teaching and learning (because of the COVID-19 pandemic), students are expected to undergo an alternative field trip experience and produce a report. More details will be provided in due course.

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Course Schedule:

Click or tap here to enter text.

BIOL 215: 2021 Spring Lecture Schedule				
Note: Schedule is subject to change				
Week	Date	T: Lecture 1	Date	Th: Lecture 2
1	19-Jan	Welcome, Intros, Course Syllabus Review	21-Jan	Biology & the Scientific Method (Chapter 1)
2	26-Jan	Introduction to Cells (Chapter 4)	28-Jan	Cell Division: Mitosis (Chapter 8)
3	02-Feb	Video Demonstration: Modeling Mitosis	04-Feb	Cell Division: Meiosis
4	09-Feb	Video Demonstration: Modeling Meiosis	11-Feb	QUIZ 1: Chapters 1, 4, 8
5	16-Feb	Patterns of Inheritance- Part 1 (Chapter 9)	18-Feb	Patterns of Inheritance - Part 2 (Chapter 9)
6	23-Feb	<i>Patterns of Inheritance Practice Activity</i>	25-Feb	DNA-Heredity- Part 1 (Chapter 10)
7	02-Mar	DNA-Heredity-Part 2 (Chapter 10)	04-Mar	TBD/Catch-up
8	09-Mar	Midterm Week (Note: No Midterm Examination for BIOL215)		
9	16-Mar	Gene Expression & Regulation (Chapter 11)	18-Mar	<i>Fun Interactive Tutorials: Genes to Proteins</i>
10	23-Mar	Introduction to Evolution: Principles & How Populations Evolve (Chapter 13 & 14)	25-Mar	Film: Adaptations and Evolution
11	30-Mar	QUIZ 2: Chapters 9, 10, 11, 13,14	01-Apr	Diversity of Life (Chapter 16)
12	06-Apr	Population Growth and Ecology (Chapter 27)	08-Apr	Film: Overpopulation
13	13-Apr	Ecological Community Interactions (Chapter 28)	15-Apr	Climate Influence on the Earth's Diverse Ecosystems (Chapter 30)
SATURDAY 17TH APRIL: ALTERNATIVE FIELD TRIP ASSIGNED				
14	20-Apr	Conserving Earth's Biodiversity and Sustainability (Chapter 31)	22-Apr	Case Study Research Paper Due!
15	27-Apr	QUIZ 3: Chapters 16, 27, 28, 30, 31	29-Apr	No-Class
16	04-May	Finals Week (Note: No Final Examination for BIOL215)		

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Assignment Submission Procedure:

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

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Written assignment(s) must be submitted by due date and time. There is a 15-minute grace period and then any assignments turned in after, will be considered late and will receive an IMMEDIATE 5% deduction with ADDITIONAL 10% deductions occurring each full day (24 hours) the assignment is not received. Note: Absence from class does not excuse late delivery.

Classroom/Online Etiquette Procedure:

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

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

Policy/Procedure Related to the Department:

N/A

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL217 Grenada Wildlife and Habitats
Number of Credits: 3
Days and Times: Monday and Wednesday, 11:30 am to 12:45 am
Semester and Year: Spring 2021
Classroom Location: Online Delivery
Pre-requisite(s): N/A

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

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

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

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is a survey course of Grenada wildlife and their habitats. Students enrolled in this course will explore the diversity of vertebrate species that inhabit the Grenada landscape. One of the primary goals of the course is to introduce students to the concept of habitat and the immutable connection between the conservation of the habitat and the conservation of wildlife. The focus of the course will be Grenada amphibians, reptiles, mammals and birds. Students will explore ecological, educational, philosophical, economic and cultural values that affect human perceptions of the conservation of habitat and wildlife in Grenada. This course will be intensive in terms of reading, writing, and self-expression. Students will be expected to verbalize their thoughts and observations on assigned readings in classroom discussions and presentation. Students will also help each other formulate and bring into focus, what will be their unique philosophical viewpoints on habitat and wildlife conservation in Grenada.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

This course is designed to help you:

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

Student Learning Outcomes:

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

Technical Skills Outcomes:

N/A

Program Outcomes Met By This Course:

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

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

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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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.

Course Grading Requirement:

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

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

Field Trip Summaries (15% of grade): Summary papers will be written for one personal field trip in this course. This summary should include your observations, questions you may have, points for further discussion, reflection, etc. This paper will be a minimum of 2 pages, typed and double-spaced.

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

Course Requirements:

N/A

Course Schedule:

BIOL 217: 2021 Tentative Spring Lecture Schedule			
Week		M: Lecture 1	W: Lecture 2
18-Jan	01	Introductions & Syllabus Review	Biodiversity

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25-Jan	02	Classification of Organism Presentation Guidelines	Habitats I
1-Feb	03	Habitats II	Catch Up Day
8-Feb	04	Independence Holiday	QUIZ 1
15-Feb	05	BIRD PRESENTATION	BIRD PRESENTATION
22-Feb	06	BIRD PRESENTATION	BIRD PRESENTATION
1-Mar	07	BIRD LECTURE 1	BIRD LECTURE 2
8-Mar	08	Midterm Exam	Midterm Week
15-Mar	09	AMPHIBIANS	AMPHIBIANS
22-Mar	10	QUIZ 2	REPTILE
29-Mar	11	REPTILE	MAMMALS
5-Apr	12	Holy Monday Holiday	QUIZ 3
12-Apr	13	MAMMALS	MAMMALS
19-Apr	14	QUIZ 4	PRESENTATIONS
26-Apr	15	PRESENTATIONS	PRESENTATIONS
3-May	16	Final Exam—likely today	Final Exams 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*.

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

Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

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

Policy/Procedure Related to the Department:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 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: BIOL 220- General Biology
Number of Credits: 4
Days and Times: Classes on Mondays & Wednesdays: 11:30am – 12:45pm; Lab on Fridays 1:30pm -3:20pm
Semester and Year: Spring 2021
Classroom Location: **Remote Teaching & Learning using Zoom & Panopto**
Pre-requisite(s): Nil

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

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

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

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

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

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

Course Objectives:

1. Demonstrate 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 – 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 – PLO4: Apply knowledge of the interaction of atoms , molecules and biochemical processes that define organic and inorganic matter.

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

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

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

MWC- PLO4 COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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: 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 and true or false questions, and on very rare occasions fill-in-the-blank and short answer questions.

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

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

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Course Schedule:

Click or tap here to enter text.

BIOL 220: 2021 Spring Lecture Schedule				
Format of entries below-- Lecture number: topic, (textbook chapters in parentheses)				
Lectures will be brought to you via Zoom unless otherwise stated				
<i>Note: Schedule is subject to change</i>				
Week	Date	Monday	Date	Wednesday
1	18-Jan	Welcome, Intros, Course Syllabus Review	20-Jan	02:atoms (2) & Water (3)
2	25-Jan	03:organic compounds (4)	27-Jan	04:organic compounds (4)
3	01-Feb	05:the cell (6)	03-Feb	06:plasma membranes (7)
4	08-Feb	HOLIDAY	10-Feb	QUIZ 1 (Lectures 02- 06)
5	15-Feb	07: cell signaling (11);	17-Feb	08:energy and metabolism (8-10)
6	22-Feb	09: harvesting energy (8-10)	24-Feb	QUIZ 2 (Lectures 07- 09)
7	01-Mar	11: the cell cycle (12); & mitosis (13)	03-Mar	12:meiosis (13) & REVIEW SESSION
8	08-Mar	Midterm Week		
9	15-Mar	13:Genetics I & II (13-21);	17-Mar	14:Genetics III & IV (13-21)
10	22-Mar	15:Genetics V (13-21)	24-Mar	16:DNA -History(16)
11	29-Mar	QUIZ 3 (Lectures 13 - 16)	31-Mar	17:DNA- Process of Replication (16)
12	05-Apr	HOLIDAY	07-Apr	18:Genes to Proteins (17)
13	12-Apr	19:Viruses (19)	14-Apr	20:Evolution I&II (22-23);)
14	19-Apr	QUIZ 4 (Lectures 17- 19)	21-Apr	21: Evolution III (24)
15	26-Apr	22:Evolution IV(24)	28-Apr	REVIEW SESSION
16	03-May	Finals Week		

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BIOL 220- Spring 2021 Lab Schedule (Tentative)		
Week	Date	Lab Activity
1	22 Jan	Zoom Session: Organic Compounds Review
2	29 Jan	Interactive Tutorial - The cell
3	05 Feb	No Lab
4	12 Feb	Cell Signaling- Practice Worksheet
5	19 Feb	Harvesting Energy/Cellular Respiration- The Yeast Experiment (Graded)
6	26 Feb	Video Demonstration: Modeling Mitosis
7	05 Mar	No Lab
8	12 Mar	Midterm Exams Week
9	19 Mar	Genetics- Practice Worksheet
10	26 Mar	Genetics- Practice Worksheet
11	02 Apr	HOLIDAY
12	09 Apr	DNA Extraction Experiment (Graded)
13	16 Apr	Film: Viruses
14	23 Apr	Video Lab: Evolution
15	30 Apr	No Lab
16	07 May	Final Exams Week

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

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:

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

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quiz/exam. Note: The instructor reserves the right to revise all makeup examinations to ensure fairness.

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

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

Classroom/Online Etiquette Procedure:

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

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

Policy/Procedure Related to the Department:

N/A

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

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

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

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

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

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

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

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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 (Jan 18)		Introduction	Martin/Jones
	1	Epithelium	Jones
	2	Connective Tissue	Jones
2 (Jan 25)	3	Cartilage	Jones
	4	Bone	Jones
	5	Muscle Histology	Jones
3 (Feb 1)	6	Muscle Physiology	Martin
	7	Muscle Fatigue	Idries
	8	Axial Skeleton	Jones
4 (Feb 8)	9	Skeleton and Joints	Jones (HOLIDAY)
	10	Digestion I	Martin
	11	Digestion II	Martin
5 (Feb 15)		Exam #1 (Session 1-7)	Martin
	12	Digestion III	Martin
	13	Digestion IV	Martin
6 (Feb 22)	14	Blood	Martin
	15	Cardio I	Martin
7 (Mar 1)		Exam #2 (Session 8 – 14)	Martin
	16	Cardio II	Martin
	17	Respiration I	Martin
8 (Mar 15)	18	Respiration II	Martin
	19	Excretion I	Idries
	20	Excretion II	Idries
9 (Mar 22)		Exam #3 (Session 15 - 20)	
	21	Female Reproduction	Martin
	22	Male Reproduction	Martin
10 (Mar 29)	23	Neuro - Cells	Martin
	24	Central Nervous System	Martin
	25	Periph. Nervous System	Martin

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11 (Apr 5)	26	Action Potentials	Martin (HOLIDAY)
	27	Sensory Systems	Martin
	28	Vision	Martin
12 (Apr 12)	29	Vision	Martin
		Exam #4 (Sessions 21-29)	(FINAL EXAM PERIOD)

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

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

Live Session	Date:	Topics:
1	January 18 (Martin)	Introduction to course
2	January 25 (Jones)	Epithelium/Connective Tissue
3	February 1 (Jones)	Bone/Cartilage/Muscle Histology
4	February 22 (Martin)	Digestion
5	March 15 (Martin)	Cardio/Respiration
6	March 29 (Martin)	Reproduction
7	April 12 (Martin)	Nervous system
8	April 19 (Martin)	Sensory/Vision

Laboratory Schedule:

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

Lab #	Date	Topic
1	Jan 22	Epithelium histology
2	Jan 29	Connective tissue, cartilage and bone Histology
3	Feb 5	Muscle fatigue and Muscle Histology
4	Feb 12	GI Histology and rat anatomy
5	Feb 19	Rat muscle
6	Feb 26	Laboratory Midterm Exam
7	March 5	Respiration and urine analysis
8	March 19	Exercise and blood pressure
9	March 26	Heart anatomy, rat GI and respiratory system
10	April 9	Rat urogenital and circulatory system
11	April 16	Equilibrium
12	April 23	Laboratory Final Exam

Online Quiz Schedule

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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	Jan 22	2-3 (epithelium, connective tissue)
2	Jan 27	4-5 (cartilage, bone)
3	Feb 3	6-8 (muscle)
4	Feb 8	12-13 (skeleton)
5	Feb 19	14-17 (digestion)
6	Feb 22	18-22 (blood, cardio)
7	Mar 15	23-24 (respiration)
8	Mar 19	25-26 (excretion)
9	Mar 26	29-30 (reproduction)
10	Apr 12	31-39 (neuro, sensory, vision)

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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

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

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

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

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Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

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

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Policy/Procedure Related to the Department:

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

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St. George's University

School of Arts and Sciences

Department of Anatomy, physiology and Pharmacology Academic program

Current syllabus

- Note that your current syllabus also includes your class schedule

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: Spring 2021

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

Classroom Location: Online

Course Director Name: Eugene Rennie

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

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

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

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

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

Course Description:

Biomedical Anatomy/BIOL 303 is an introductory veterinary anatomy course for Pre-veterinary and Foundation students. It is designed to facilitate acquisition of basic

anatomical knowledge of the dog (canine), and also to acquire knowledge of some anatomical differences (comparative anatomy) among certain domestic species; ovine (sheep), caprine (goat), equine (horse), porcine (pig) and feline (cat) including the chicken and fish.

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

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

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

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

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

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

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

Course Evaluation

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

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

Please note that your final examination will be cumulative.

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

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

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

Laboratory guide:

Click or tap here to enter text.

Please read the following information:

- **Carnivore/dog virtual lab dissection course (15 labs):**
- **Please note that all contents for the carnivore lab dissection segment are accessed through the following website:**

- <http://vanat.cvm.umn.edu>.

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

Format of virtual laboratory proceedings:

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

Topics for virtual laboratory sessions are as follows:

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

Course Objectives:

- This course is subsequent to BIOL 1 and 2, and is designed to achieve the following objectives:
- Learn anatomical nomenclature and vocabulary that will foster greater understanding of the course (introductory segment)
- Be able to identify, describe and locate anatomical structures through lecture and virtual images of both the cat and dog.

Topic 1: Appendicular system/skeleton:

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

Learning outcomes of thoracic and hind limb:

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

Examples:

-Thoracic limb:

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

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

-Definition of the carpus

-Definition of the digits

Hindlimb (examples cont)

-Femoral segment- Associated bone - Femur

-Crus segment- Associated Bones-Tibia and fibula

-Tarsus segment- Associated Bones-Tarsal bones

Appendicular skeleton:

Thoracic limb:

Scapula:

Describe general characteristics of the lateral surface of scapula:

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

Comparative Anatomy of the Scapula:

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

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

Humerus:

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

- Head
- Neck
- Greater and lesser tubercle

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

- Define humeral condyle
- Note the parts of humeral condyle

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

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

- Unlike that of the dog note the presence of an intermediate tubercle in that of the horse

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

Ulna:

General anatomical features of the ulna:

Proximal extremity:

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

Distal extremity:

- Note the lateral styloid process

Radius

General anatomical features of the radius:

Proximal extremity:

Note the following:

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

Distal extremity (trochlea):

- Note the medial styloid process

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

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

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

Dog:

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

Ruminants:

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

Horse:

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

Topic 2: Appendicular skeleton:

Hind limb

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

Learning outcomes:

Pelvic girdle:

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

Femur

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

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

- Unlike that of the dog, the greater trochanter of the horse is divided into cranial and caudal parts,

- Note that the greater trochanter is not divided in ruminants (ox) and other species.
- Also note that unlike that of the dog there is the presence of a third trochanter in the horse, and that this feature (third trochanter) is absent in ruminants
- Also note that unlike that of the dog, the medial ridge of the trochlea is significantly larger than the lateral ridge in the horse and ox

Tibia

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

Fibula

- Note the different parts of the fibula

Tarsus

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

Topic 3: Axial skeleton

Time frame: 3 Lectures: 2 hours and 30 minutes

Learning outcomes:

Bones of the skull:

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

Bones of the axial skeleton:

- Describe the general characteristics of a typical vertebrae
- Differentiate vertebrae according to specific segmental features of vertebral column

- Learn parts of ribs
- Describe the composition of the sternum and the type of joint between the respective stern brae
- Note the type of joint between the bones of the vertebral column

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

-Dog

-Horse

-Ruminants

-Pig

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

Topic 4: Joints (Arthrology)

Time frame: 5 lectures: 4 hours and 10 minutes

-Learning outcomes:

-Understand the meaning of arthrology

-Define joints

-Note tissues that articulate joints

-Classification (types) of joints, and note related examples (only as emphasized in class)

-Learn characteristics of joints as studied in class

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

• Learning outcomes:

• Define the nasal cavity

• Note the caudal limit of the nasal cavity-choana and its topographical location (be familiar with related image)

• Note structure that divides the nasal cavity into right and left fossae

• Note the air channels/meatuses of the nasal cavity and their specific location

• Note what are the different nasal conchae

• Note the subregion of the pharynx that is related to the respiratory system- laryngopharynx

• Define the larynx, note its characteristics (be familiar with cartilaginous parts), and function only as elaborated in lecture

• Learn the anatomical features of the trachea and related structures

• Learn the components of the bronchial tree and related structures

Topic 6: Thorax cavity:

Time frame: 3 Lectures: 2 hours and 30 minutes

Learning outcomes:

- General characteristics of the left and right lobe of the canine lung (as studied in lecture)
- Note anatomical differences between the right and left lung
- Describe and establish the boundaries of the thoracic cavity
- Learn the organs within the thoracic cavity
- Describe and know the position of the thoracic inlet
- Define the mediastinum
- Identify structures within the mediastinum
- Describe the divisions of the mediastinum
- Define pleura
- Name and describe the different pleura with respect to their location
- Define the trachea
- Describe its characteristics
- Establish the cranial and caudal limit of the trachea
- Define and locate tracheal carina
- Define the bronchial tree
- Learn the different parts of the bronchial tree
- Identify the principal bronchi

Comparative anatomy of the thorax:

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

Ox, goat, and pig:

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

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

- Allow a unilateral pneumothorax to become bilateral

Comparative anatomy of the lung:

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

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

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

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

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

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

Topic 7: Cardiovascular system

Time frame: 6 Lectures: 5 hours

Learning outcomes:

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

Comparative anatomy of the cardiovascular system:

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

Carnivore, equine and artiodactyls:

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

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

Aortic arch

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

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

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

Topic 8: Urogenital system:

Time frame: 2 Lectures: 1 hours and 40 minutes

Learning outcomes:

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

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

-pig

-ruminants

-horse

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

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

Topic 9: Male Genital Organ of the Dog:

Time frame: 3 Lectures: 2 hours and 30 minutes

Learning outcomes:

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

Inguinal canal:

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

Comparative anatomy of the male accessory sex glands:

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

- Dog
- equine
- ruminants
- pig

Topic 10: Female Genital system:

Time frame: 1 Lecture 5 minutes

Learning outcomes:

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

Topic 11: Digestive system and abdomen

Time frame: 6 Lectures: 5 hours

Learning outcomes:

-Note the primary parts of digestive system

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

-Note divisions of the palate

-Define the pharynx and note its subdivisions

Alimentary canal

-Note the different part of the alimentary canal

-Differentiate between large and small intestine

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

For example, Colon:

- Ascending colon
- Transverse colon
- Descending colon

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

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

Accessory organs of digestive system

Gall bladder:

-Differentiate between cystic, hepatic and bile duct

-Differentiate between the main and accessory pancreatic duct

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

Liver

-Note the different lobes of the liver

-Be familiar with labelled images of the same

-Note the ligaments of the liver

Teeth

-Be familiar with the dental formula of the dog

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

Salivary glands

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

-Understand the functions of these glands

- Be familiar with the parts of the sublingual salivary gland
- Note the point of opening of the ducts of the major salivary glands;

For example?

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

Abdomen

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

Comparative anatomy of the alimentary canal of the following species:

- Equine
- Ruminants
- Porcine
- Chicken
- Fish

Stomach

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

Stomach of chicken, geese and others that are similar:

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

Stomach of fish:

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

Ruminant forestomach

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

Small intestine

Duodenum:

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

Jejunum

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

Ileum

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

Large intestine

Cecum

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

Ascending colon

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

Horse:

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

Ruminants:

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

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

Pig:

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

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

Dog:

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

Comparative anatomy of the following accessory organs of the digestive system

Liver

Ruminants:

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

Dog:

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

-Be familiar with divisions of the four basic lobes

Pigs:

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

Horse:

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

Gallbladder:

Pig and ruminants

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

Horse:

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

Carnivores:

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

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

Histology

Time frme: 2 Lectures: 1 hour and 40 minutes

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

Neuroanatomy

Time frame: 3 Lectures: 2 hours and 30 minutes

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

Click or tap here to enter text.

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:

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

Attendance Policy: At discretion of Course Director.

Assignment Submission Policy: At discretion of Course Director.

Classroom Etiquette: At discretion of Course Director.

Online Etiquette: At discretion of Course Director.

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



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 311, Invertebrate Zoology
Number of Credits: 3
Days and Times: Tuesday and Thursdays, 11.30-12.45
Semester and Year: Spring 2021
Classroom Location: Marine Station/ Online (TBC)
Pre-requisite(s): CXC Biology or equivalent

Course Lecturer Name(s): Dr. Clare Morrall
Course Director Name: Dr. Clare Morrall

Course Lecturer(s) Contact Information: Email: cmorrall@sgu.edu Phone: 473 444 4175 ext. 3360

Course Director Contact Information: As above.

Course Lecturer(s) Office Hours: Dr. Clare Morrall: Monday & Wednesday 1-4, Tuesday & Thursday 2-4

Course Director Office Hours: As above

Scheduled appointments are recommended

Please note: the best way to 'see me' is to set-up an appointment. Please email me with your availability over the days you want to meet with me, and I will send you an appointment notification and link. Mrs. Anna Neckles-Thomas has access to my schedule, and she can also set-up appointments with me.

Course Lecturer(s) Office Location: Caribbean House

Course Director Office Location: As above

Course Support: Mr. René DeRiggs, Email: rderiggs@sgu.edu, Phone: Ext. 3257 and 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:

Click or tap here to enter text.

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This course examines the structural and functional aspects of organisms in a selection of invertebrate phyla. The sequential development in the complexity of organisms in the animal kingdom will be traced from unicellular through diploblastic, triploblastic, tissue and organ level development. The course introduces students to the diversity of invertebrate phyla and subgroups with emphasis on form and function of morphology and organ systems.

Course Objectives:

Through completion of this course students will be able to:

Recognize and classify a range of invertebrate organisms.

Demonstrate practical skills in examining, dissecting, drawing and describing selected organisms.

Compare body systems and evaluate the efficiency in relation to structure and function.

Discuss and evaluate the development of features of each invertebrate class

Student Learning Outcomes:

On completing this course students should be able to:

1. Recognize and classify organisms in the animal kingdom.
2. Demonstrate practical skills in examining, dissecting, and drawing selected organisms.
3. Compare body systems and evaluate the efficiency in relation to structure and function.
4. Discuss and evaluate the development of features of each invertebrate class.
5. Recognize and classify invertebrates.

Technical Skills Outcomes

TSO-BIOL311-1 Use of surgical instruments and necropsy to observe cellular, tissue, organs, and other anatomical features of specimen and to prepare illustrative diagrams

TSO-BIOL311-2 Use of compound and stereo microscope to observe cells, anatomical features, and microbial organisms

Program Outcomes Met By This Course:

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

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

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

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I will post recordings of course content sessions with Panopto in the course Sakai site. You will be responsible to review these recorded sessions prior to the specified live class session (dates will be clearly indicated).

I plan to run at least one live class session each week and this is planned for Thursday mornings 11.30-12.45 (Grenada time zone). I hope to be able to offer some sessions at campus for those of you able to attend in person. This will depend on the Covid-19 situation. Live sessions will be live streamed. Please be ready to ask questions, ask for clarification or reiteration in the live sessions. Please be prepared to answer questions on course material in recorded and live sessions. If adjustment to the live session is necessary, I will be sure to inform you.

****** In the first week of the teaching semester (January 19th and 21st)- there will be live sessions on Tuesday and Thursday, and you need to be at both sessions. ******

Text:

There is no single required textbook for this course. Reading assignments will be set, and it will be assumed that students have read assigned materials prior to each class meeting. Student participation in the classroom and evidence of some knowledge of the material being discussed will be considered when determining the final grade.

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

- Hickman et. al. 2008. Integrated Principles of Zoology, 14th edition, McGraw-Hill, New York
- Miller & Harley. 2010. Zoology, 8th edition, McGraw-Hill, New York (QL47.2 M55 2010)
- Barnes, Calow, Olive. (1993) The Invertebrates: a new synthesis. Blackwell Science, Cambridge, MASS (QL 362 B26 1993)

Copies of each of these texts are held on the bookshelves as well as in the Reserve section of the Library (please request these from the librarians on the check-out desk).

Additional reading material will be provided throughout the course and I strongly recommend that you do your own 'reading around the subjects' we cover in class to enrich your own learning.

Course Grading Requirement:

Course Component	Total Percentage Allocated
Quizzes	10
Assignments (3)	30
Mid-Term Examination	30
Final Examination	30
Total	100

Quizzes are tentatively scheduled for week 4 (Feb 11th), week 10 (March 25th). The Mid Term exam will be in week 8 and the Final Exam will be in Week 16.

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Course Requirements:

- 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.

Further information on Examinations, see pages the Student Manual (available on the SGU Portal).

Course Schedule:

Tentative Course Schedule:

BIOL 311 Invertebrate Zoology s2021				
Provisional Lecture Plan				
Week	Lect	Day	Date	Lecture Topic
Week 1	1	Tue	January 19th	Welcome, introductions and review of course outline
	2	Thu	January 21st	Course introduction and Classification, systematic and species
Week 2	3	Tue	January 26th	Animal body plans
	4	Thu	January 28th	Protozoa
Week 3	5	Tue	February 2nd	Key features of animal kingdom part II and Protist part I
	6	Thur	February 4th	Scientific drawing basics- Microscopy basics- lab report essentials
Week 4	7	Tue	February 9th	Quiz 1
	8	Thur	February 11th	Porifera part 1

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Week 5	9	Tue	Feb. 16	Porifera part 2
	10	Thur	Feb. 18	Cnidaria part 1
Week 6	11	Tue	Feb 23	Cnidaria Part 2 and Ctenophora
	12	Thur	Feb 25	Cnidaria Lab
Week 7	13	Tue	Mar 2	Platyhelminthes 1
	14	Thur	Mar 4	Platyhelminthes part 2 and Midterm review
Week 8			Mar 9	Mid-Term Examination
			Mar 11	Mid-Term Examination
Week 9	15	Tue	Mar16	Midterm exam feedback and Mollusca part 1
	16	Thur	Mar18	Mollusca part 2
Week 10	17	Tue	Mar 23	Mollusca Lab
	18	Thur	Mar 25	Quiz 2- TBC
Week 11	19	Tue	Mar 30	Annelida
	20	Thur	April 1	Annelid part 2 and Annelid Lab
Week 12	21	Tue	April 6	TBC
	22	Thur	April 8	TBC

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Week 13	23	Tue	April 13	Arthropoda
	24	Thur	April 15	Arthropoda Crustacea
Week 14	25	Tue	April 20	Echinodermata
	26	Thur	April 22	Crustacea Lab
Week 15	27	Tue	April 27	Echinodermata
	28	Thur	April 29	(tentative- Echinoderm Lab) and course review
Week 16			May 4	Final Examination
			May 6	Final Examination
				Please note that this schedule is provisional and is subject to change

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

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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:

- Click or tap here to enter text. Electronic drop boxes in Sakai will be available for submission of work. Papers should be submitted prior to the deadline. Penalties apply to work submitted late and these penalties start immediately after the deadline has passed. 10% will be deducted from work submitted each 24-hour period past the deadline. **Note that the first 24hr period begins as soon as the set deadline expires**

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(e.g., handing a piece of work at 16²⁰ when the deadline is 16⁰⁰ results a 10% deduction). Work submitted more than three days (72 hours) past the deadline may not be graded.

- All assignments must be completed in order to get a passing grade in the course.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text. It is expected that you will

- Punctually attend all class sessions,
- Participate actively in class sessions,
- Read assigned material,
- Monitor your own progress in fulfilling learning objectives,
- Keep disruption of class activities to a minimum.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

N/A.

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL314 – Conservation Genetics
Number of Credits: 3
Days and Times: Monday & Wednesday 1:30–2:45PM
Semester and Year: Spring 2021
Classroom Location: NA
Pre-requisite(s): BIOL220 – General Biology

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

Course Lecturer(s) Contact Information: prosa@sgu.edu; +1 (473) 444-4175 ext. 3652
Course Director Contact Information: See above

Course Lecturer(s) Office Hours: Monday 9AM–12PM; Tuesday 1–4PM
Course Director Office Hours: See above

Course Lecturer(s) Office Location: Virtually via Zoom
Course Director Office Location: Virtually via Zoom

Course Support: Anna Neckles-Thomas; anecklesthomas@sgu.edu
Akima Ventour; aventou2@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This course will focus on the principles of population genetics and conservation biology that provide tools to manage long-term viability and ecological systems. This course will cover the basics of population genetics, with emphasis on the genetics of small populations, the application of molecular genetic techniques to conservation biology, and the consider case studies focused on applied population genetics.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

CLO-BIOL314-1: Recognize the role of genetics in species conservation and extinction.

CLO-BIOL314-2: Explain how genetic diversity of natural populations can be characterized and impacted.

CLO-BIOL314-3: Describe the effects of population size on genetic diversity and associated management considerations.

CLO-BIOL314-4: Apply theoretical genetic concepts to population management and conservation.

Student Learning Outcomes:

See student learning outcome for each session in *Sakai*.

Technical Skills Outcomes:

TSO-BIOL314-1: Use 'genepop' package in R to compute exact tests for Hardy-Weinberg equilibrium, for population differentiation and for genotypic disequilibrium among pairs of loci.

TSO-BIOL314-2: Use 'genepop' package in R compute estimates of F-statistics, null allele frequencies, and allele size-based statistics for microsatellites.

TSO-BIOL314-3: Use 'genepop' package in R to perform analyses of isolation by distance from pairwise comparisons of individuals or population samples.

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.

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 text required. Peer-reviewed papers will be discussed throughout the course.

Supplementary Readings/Resources:

- Frankham, R., Briscoe, D. A., & Ballou, J. D. (2010). Introduction to conservation genetics. 2nd Edition. Cambridge University Press.
- Allendorf, F. W., & Luikart, G. (2009). Conservation and the genetics of populations. John Wiley & Sons.
- Amato, G., DeSalle, R., Ryder, O. A., & Rosenbaum, H. C. (2009). Conservation genetics in the age of genomics. Columbia University Press.

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Course Grading Requirement:

Exams (40%): Mid-term (20%)
Final (20%)

Assignments (60%): 4 × 15%

Course Requirements:

Exams: Exams will cover material and concepts from lectures. Questions will include a combination of multiple-choice, short-answer, and problem-solving questions, and data and graphical interpretations. Be prepared to apply knowledge of course material and concepts to new situations and datasets. Mid-term will be based on material covered in weeks 1 to 6, and final will focus on weeks 9 to 14 (non-cumulative).

Assignments: Group and individual based assessments based on search of current literature, application of concepts covered in lectures, and providing solutions to potential conservation issues.

Course Schedule:

Please note that all session learning objectives (SLO) are available in *Sakai*.

Week	Date	Topic 1	Topic 2
1	Jan 18	Course description & syllabus overview	SLO-BIOL314-1-Role of genetics in species conservation
2	Jan 25	SLO-BIOL314-2-Genetics & extinction	SLO-BIOL314-3-Genetic diversity
3	Feb 1	SLO-BIOL314-4-Single loci	SLO-BIOL314-5-Quantitative variation
4	Feb 8	SLO-BIOL314-6-Natural selection in large populations	SLO-BIOL314-7-Mutation and migration
5	Feb 15	SLO-BIOL314-8-Small population sizes	SLO-BIOL314-9-Maintenance of genetic diversity
6	Feb 22	SLO-BIOL314-10-Population genomics (Part 1)	SLO-BIOL314-11-Population genomics (Part 2)
7	Mar 1	Review	
8	Mar 8	Midterm week	
9	Mar 15	SLO-BIOL314-12-Loss of genetic diversity in small populations	SLO-BIOL314-13-Inbreeding
10	Mar 22	SLO-BIOL314-14&15-Inbreeding depression (Part 1 & 2)	SLO-BIOL314-16-Population fragmentation
11	Mar 29	SLO-BIOL314-17&18-Genetically viable populations (Part 1 & 2)	SLO-BIOL314-19-Resolving taxonomic uncertainties and defining management units
12	Apr 5	SLO-BIOL314-20-Management of wild populations	SLO-BIOL314-21-Issues in introduced and invasive species
13	Apr 12	SLO-BIOL314-22-Management of captive populations	SLO-BIOL314-23-Management for reintroduction
14	Apr 19	SLO-BIOL314-24-Molecular genetics	SLO-BIOL314-25-Population viability analysis (PVA)
15	Apr 26	Review	
16	May 3	Final week	

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Attendance Policy:

Attendance Requirement

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Assignments details will be posted on Sakai and work needs to be submitted by indicated deadlines. Late work will be subject to a 10% penalty for the first day, and then 5% per day, up to a total of 5 calendar days past the due date. Students who do not submit assignments by this time will receive a zero for the assignment.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

When attending synchronous sessions, students are expected to arrive or sign-on on time and prepared. Classes, labs, and field outings begin promptly at the indicated time. Students are also expected to be respectful and courteous to their colleagues and instructor, particularly during in-class discussions. 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

School of Arts and Sciences

School of Medicine

Course Code and Title: BIOL320 Genetics

Semester and Year: Spring 2021

No. of Credits: 3

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

Classroom Location: Online with Zoom

Live Lecture Day and Time: Wednesdays at 12:00 pm (noon) and 9:00 pm Grenada Time

Course Director: Dr. Mary Maj

Course Lecturers: Dr. Mary Maj
Dr. Andrew Sobering
Dr. Sharmila Upadhya
Dr. Cris Martin

Content Review: Atoum Abdullah

Course Director Contact Information: mmaj@sgu.edu

Course Lecturer(s) Contact Information: asobering@sgu.edu
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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: Tuesdays: 10 a.m. and repeat at 7 p.m

Semester and Year: Spring, 2021

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

Classroom Location: Live online lectures via zoom, DLA videos/notes posted on Sakai.

Course Director's name: Dr. Felicia Ikolo

Course Lecturer Name(s): Dr. Felicia Ikolo
Dr. Mary Maj
Mr. Teddy Ikolo

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

Course Lecturer(s) Contact Information: X3169 mmaj@sgu.edu

X3281 tikolo@sgu.edu

Course Director's Office Hours: 8:30 – 9:30 a.m. and 7:00 – 8:00 p.m. on Thursdays or by appointment at other times.

Course Lecturer(s) Office Hours: By appointment

Course Management tool: Learn to use Sakai, the Course management tool, access the link

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

Course Description: BIOL 321 Molecular Biology

This upper-division course is designed to help students develop an understanding of the molecular mechanisms that are used to store and preserve genetic information by biological organisms, the means by which they use that information to create functional biological structures, and the techniques that are commonly used to manipulate and study these processes in the laboratory. [A basic understanding of chemistry, biology, genetics and biochemistry will be assumed.](#)

Course Objectives:

1. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
2. Apply knowledge of the structure and function of the human body to health issues.
3. Apply knowledge of the interaction of subatomic particles and biochemical processes that define organic and inorganic matter.

Student Learning Outcomes:

- 1) Describe the transmission of hereditary information for DNA, RNA and protein as a result of the processes of DNA replication, transcription and translation.
- 2) Understand how proteins and enzymes regulate the biological processes of DNA replication, transcription and translation.
- 3) Describe how DNA can be manipulated to facilitate the understanding of gene function, analyze gene sequence and to genetically modify organisms.
- 4) Describe how DNA is analyzed to determine genotype as it relates to human disease.

Program Outcomes Met By This Course:

MCAT Topic Areas Assessed: Content Categories

1. Biomolecules have unique properties that determine how they contribute to the structure and function of cells, and how they participate in the processes necessary to maintain life.

A) Structure and function of proteins and their constituent amino acids

- Separation techniques: Isoelectric point Electrophoresis

B) Transmission of genetic information from the gene to the protein

- Nucleic Acid Structure and Function

Nucleotides and nucleosides, DNA structure, base pairing specificity

- DNA Replication

Mechanism of replication, separation of strands, specific coupling of free nucleic acid

- Transcription

Mechanism of transcription

- Translation

Roles of mRNA, tRNA, rRNA, Post-translational modification of proteins, Role and structure of ribosomes

- Genetic Code

The triplet code

C) Transmission of heritable information from generation to generation and the processes that increase genetic diversity

- Meiosis and Other Factors Affecting Genetic Variability

Important differences between meiosis and mitosis

- Mendelian Concepts

Recessiveness, Homozygosity and Heterozygosity

2. Highly-organized assemblies of molecules, cells, and organs interact to carry out the functions of living organisms.

B) The structure, growth, physiology, and genetics of prokaryotes and viruses

- Existence of plasmids, extragenomic DNA

- Lack of nuclear membrane and mitotic apparatus

Grading Scale - Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Course Materials:

Text:

Textbooks for this course are not mandatory.

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 DLA11-13)
Final Exam/Exam 4:	covers 10% sessions 14 - 19, plus 90% sessions 20 – 24 (L10-12, plus DLA11-13)

Towards the end of each week, a timed practice quiz will be posted on Sakai for ONLY 48 hours, for your use to gauge your understanding of course materials for that week and to sharpen your test taking skills for this course. See schedule for dates and availability. These will be for practice only and will not count towards your final grade, However, your submission of your answers for these **weekly practice quizzes** will serve as a means of recording your active participation in this course.

Percentage of grade

4%	Online Quizzes (four online quizzes, 1% each)
24%	Exam 1
24%	Midterm Exam/Exam 2
24%	Exam 3
24%	Final Exam/Exam 4

*****Marks are earned through your performance on quizzes and examinations and will not be negotiated.**

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) - Live Online Lectures @10 a.m. & repeat @ 7 p.m. on Tuesdays							
DATE (Spr, 2021)	Session	Activity	Topic	Weekly Practice Quiz	Instructor	Textbook	Chapter
Week 1	Jan 19	1	L1	Introduction to Molecular Biology		Ikolo, F.	Genomes 4
	Jan 19	2	DLA1	DNA structure and topology		Ikolo, F.	Genomes 4 1.1, 7.1, 7.2 & 10
	Jan 21	3	DLA2	DNA replication	1	Ikolo, F.	Genomes 4 2.1 & 15
Week 2	Jan 26	4	L2	Transcription		Ikolo, F.	Genomes 4 1.2 & 12.2
	Jan 28	5	DLA3	RNA processing	2	Ikolo, F.	Genomes 4 12.4
Week 3	Feb 2	6	L3	Translation		Ikolo, F.	Genomes 4 1.3, 13.3 & 13.4
	Feb 4	7	DLA4	Regulation of gene expression in Prokaryotes	3	Maj, M.	Genomes 4 11, 12.2 & 15
	Feb 2 - 5		Online Quiz 1				
Week 4	Feb 9 - 12		Exam 1		Date & time TBA		
Week 5	Feb 16	8	L4	Regulation of gene expression in eukaryotes		Maj, M.	Genomes 4 10.2, 10.3, 12.2, 15.4 & 15.5
	Feb 18	9	DLA5	Translational regulation	4	Maj, M.	Genomes 4 13.4
Week 6	Feb 23	10	L5	Antisense, siRNA, and microRNA		Maj, M.	Genomes 4 12.3
	Feb 25	11	DLA6	Restriction endonucleases and Plasmid DNA	5	Ikolo, F.	Genomes 4 2.1 & 3.1
Week 7	Mar 2	12	L6	Cloning, screening & genomic libraries		Ikolo, F.	Genomes 4 2.3
	Mar 4	13	DLA7	PCR, RT-PCR and Real time PCR	6	Ikolo, F.	Genomes 4 2.2
	Mar 2 - 5		Online Quiz 2				
Week 8	Mar 8 - 12		Midterm Exam/Exam 2		Date & time TBA		
Week 9	Mar 16	14	L7	Genomics		Ikolo, F.	Genomes 4 4
	Mar 18	15	DLA8	Transcriptomics	7	Ikolo, F.	Genomes 4 12.1 & 12.5
Week 10	Mar 23	16	L8	Proteomics		Ikolo, F.	Genomes 4 13.1 & 13.2
	Mar 25	17	DLA9	Bioinformatics	8	Ikolo, B.	CIG 21
Week 11	Mar 30	18	L9	Transgenic Animals		Ikolo, B.	CIG 22
	Apr 1	19	DLA10	Transgenic Plants	9	Ikolo, B.	CIG 22
	Mar 29 - Apr 1		Online Quiz 3				
Week 12	Apr 6 - 9		Exam 3		Date & time TBA		
Week 13	Apr 13	20	L10	Molecular Medicine/Forensics		Ikolo, F.	CIG 22
	Apr 15	21	DLA11	Gene Therapy	10	Ikolo, F.	CIG 22
Week 14	Apr 20	22	L11	Cell Cycle Regulation and Cancer		Ikolo, F.	MBC 17
	Apr 22	23	DLA12	Mechanism of Stem Cell Self-Renewal & Cancer	11	Ikolo, F.	MBC 20
Week 15	Apr 27	24	L12	Apoptosis	12	Ikolo, F.	MBC 18
	Apr 29	25	DLA13	Review		Ikolo, F.	
	Apr 27 - 30		Online Quiz 4				
Week 16	May 3 - 7		Final Exam/Exam 4		Date & Time TBA		

CIG = Concepts in Genetics, MBC = Molecular Biology of the Cell, DLA = Directed learning activity for personal study
L = live online zoom lecture Weekly practice quiz = timed, practice quiz available on Sakai for ONLY 48 hours from date shown in schedule



St George's University

School of Medicine

Course Code, Title and Number of Credits: BIOL 331, Molecular Biology Laboratory 1 Credit
Semester and Year: Spring, 2021
Pre-requisite(s): Biochemistry (CHEM 450), Biochemistry laboratory (CHEM 451) and Genetics (BIOL 320).
Co-requisite: Molecular Biology (BIOL 321).
Classroom Location: Online via zoom
Times and Day: @12 noon & repeat @9 p.m. on Thursdays

Course Director: Dr. Felicia Ikolo

Course Lecturer Name(s): Ms Candice Benjamin, Ms Kafi James, Mr Kwami Jones, Mr 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
X3867 kjames@sgu.edu
X3766 cbenjam1@sgu.edu

Course Director's Office Hours: 8.00 a.m. - 9.00 a.m. & 8.30 p.m. - 9.30 p.m. on Tuesdays 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).	2%
Online Quiz 1 (Labs 1 – 4) = 2 points	2%
Lab Exam 1 (Labs 1 - 4) = 32 points	32%
Take Home Assignments (Labs 5 & 7) @ 6 points each	12%
Online Quiz 2 (10% Labs 1-4; 90% Labs 5-8) = 2 points	2%
Lab Exam 2 – Final Exam (10% Labs 1-4; 90% Labs 5-8) = 50 points	50%

- ❖ Exams will be given during normal laboratory period.
- ❖ There will be two take home assignments and each will be weighted 6% of final grade.
- ❖ Completion of all two take home assignments is mandatory for successful completion of this course.
- ❖ Online Quizzes & Exams will contain multiple choice questions (MCQs).

NOTE: No make-up labs will be given.

- ❖ **You will receive a mark of ZERO if any part of your take home assignments looks similar to someone else's!**

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

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

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: Attendance to live-online zoom sessions (LZS) is required. Completion of online practice quizzes is mandatory and will serve as proof of completion of requirements (directed learning activity-DLA and LZS) for each lab. Points obtained from online practice quizzes will count towards professionalism points.

Assignment Submission policy

Students will be expected to hand in take-home assignments (one per group) electronically, into folders created on Sakai by 4.00 p.m. on the date stated in the laboratory schedule.

Classroom Etiquette

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) – Spring, 2021: Live-online zoom session at 12 noon & repeat at 9 p.m.on Thursdays					
Week	Date	Session	Topic	Prof. Activity/ Online Practice Quiz	Instructor
1	Jan 19	DLA	Review materials on BIOL 331 Sakai Site/Lab grouping		F. Ikolo
	Jan 21	LZS	Introduction to BIOL 331	1	F. Ikolo
2	Jan 26	DLA	Lab #1 - DNA Extraction, Quantification & Spooling		C. Benjamin
	Jan 28	LZS	Lab #1 - DNA Extraction, Quantification & Spooling	2	C. Benjamin
3	Feb 2	DLA	Lab #2 - Transformation of plasmid DNA		T. Clement
	Feb 4	LZS	Lab #2 - Transformation of plasmid DNA	3	T. Clement
4	Feb 9 - 12		Lecture Exam week		
5	Feb 16	DLA	Lab #3 - Plasmid DNA Extraction and Quantification		K. Jones
	Feb 18	LZS	Lab #3 - Plasmid DNA Extraction and Quantification	4	K. Jones
6	Feb 23	DLA	Lab #4 - Restriction Mapping		K. James
	Feb 25	LZS	Lab #4 - Restriction Mapping	5	K. James
7	Feb 26 - Mar 1		Lab Online quiz 1		F. Ikolo
	Mar 4		Lab Exam 1 (Labs 1-4)		F. Ikolo
8	Mar 9 - 12		Lecture Exam week		
9	Mar 16	DLA	Lab #5 - PCR & Primer Design		F. Ikolo
	Mar 18	LZS	Lab #5 - PCR & Primer Design (assignment due on Mar 23)	6	F. Ikolo
10	Mar 23	DLA	Lab #6 - PCR VNTR		K. Jones
	Mar 25	LZS	Lab #6 - PCR VNTR	7	K. Jones
11	Mar 30	DLA	Lab #7 - Bioinformatics		T. Ikolo
	Apr 1	LZS	Lab #7 - Bioinformatics (assignment due on Apr 13)	8	T. Ikolo
12	Apr 6 - 9		Lecture Exam week		
13	Apr 13	DLA	Lab #8 - Identification of Sickle Cell Gene from Genomic DNA		F. Ikolo
	Apr 15	LZS	Lab #8 - Identification of Sickle Cell Gene from Genomic DNA	9	F. Ikolo
14	Apr 16 - 19		Lab Online Quiz 2		F. Ikolo
	Apr 22		Lab (Final) Exam 2 (Labs 1 - 8)		F. Ikolo

DLA = directed learning activity for self study: Student advised to personally review all lab specific materials posted on Sakai before LZS
LZS = live-online zoom session from 12.00 noon - 2.00p.m. & repeat from 9.00 p.m. - 11.00 p.m
Prof. Activity/online practice quiz = activity for professionalism point: available on Sakai for ONLY 48 hours from date shown on schedule



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL344 Cell and Developmental Biology
Number of Credits: 3
Days and Times: See attached schedule
Semester and Year: Semester 1, Year 3
Classroom Location: Online
Pre-requisite(s): 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.

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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: 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;
- (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

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contributions of others;

(iv) listen carefully to instructions given by the Course Director and Instructors. If you do not understand, ask questions.

Course Schedule:

Week	Session:	Topic
1 (Jan 18)		Introduction to the course
	1	Overview of development/Genomic Equivalence/Gene Expression
2 (Jan 25)	2	Origin of primordial germ cells/Spermatogenesis
	3	Oogenesis and oocyte maturation
3 (Feb 1)	4	Fertilization
	5	Cleavage stage: Comparative phylogenetic patterns
4 (Feb 8)	6	Cleavage: Translational control of oocyte messages (HOLIDAY)
	DLA	DLA #1
5 (Feb 15)	Feb 15	Examination #1 (Sessions 1 to 6 including DLA#1)
	7	Gastrulation
6 (Feb 22)	8	Cell determination: Mosaic development
	9	Inductive/Regulative development
7 (March 1)	10	Neurulation and neural crest cells
	11	Eye development
	TBA	Examination # 2 (Sessions 7 to 11) (held during midterm week)
8 (Mar 15)	12	Vertebrate limb development
	13	Regeneration
9 (Mar 22)	14	Stem cells
	15	Evo-Devo: Evolution and development
10 (Mar 29)	16	Left/Right Asymmetry
	17	Making of a fly
11 (Apr 5)	DLA	DLA #2 (HOLIDAY)
	18	Environmental regulation of development
12 (Apr 12)		Examination #2 (Sessions 12 to 17)
	19	Human Infertility
13 (Apr 19)	20	Elements of Human development
	21	Prenatal Diagnosis (Dr. Mary Maj)
14 (Apr 26)	22	Monsters and mutants: Human birth defects
	TBA	Examination #4 (Session 18-22 including DLA#2)

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

Schedule of live (flipped classroom) sessions (Mondays 11:30am - 12:45pm). Additional sessions may be scheduled if needed.

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

<u>Live Session</u>	<u>Date:</u>	<u>Topics:</u>
1	January 18	Introduction to course
2	January 25	Overview of development/Genomic equivalence/Gene Expression
3	February 1	PGCs/Spermatogenesis/Oogenesis/Fertilization
4	February 8	HOLIDAY – NO LIVE CLASS - Cleavage/Translational control/DLA#1
5	February 15	Examination #1
6	February 22	Gastrulation
7	March 1	Mosaic and regulative development
8	March 15	Limb development and regeneration
9	March 22	Stem cells and Evo-Devo
	March 29	Left/Right and Making a fruitfly
10	April 5	HOLIDAY – NO LIVE CLASS - DLA#2
11	April 12	Examination #3
12	April 19	Environmental regulation and human infertility
	<u>April 26</u>	Human development/Pre-natal diagnosis/Developmental Abnormalities

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 May 1, 2021 at 9:00 am.

Quiz #	Start Date	Sessions
1	January 27	1-3
2	February 3	4-5
3	February 8	6/DLA#1
4	February 25	7 - 9
5	March 3	10-11
6	March 17	12-13
7	March 24	14-15
8	March 31	16-17
9	April 14	18-19/DLA#2
10	April 26	20-22

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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 Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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*.



St. George's University

Grenada, West Indies

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

GENERAL COURSE INFORMATION

Course Code and Title: BIOL 401 Microbiology

Number of Credits: 4

Days and Times: Online

Live sessions Tuesday 12:00-1:15pm AST and 9:00-10:15pm AST

Semester and Year: Spring 2021

Classroom Location: Online Delivery

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

Course Director Contact Information: kfarmer1@sgu.edu

Course Director Office Hours: 1:00pm to 3:00pm – Wednesday and Thursday (tentative)

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. Achut Malur, Dr. Jane Harrington, Dr. Ziza Phillip, Dr. Malcolm Antoine Jr., Dr. Sue-Ann Williams

Course Lecturer(s) Contact Information: kfarmer1@sgu.edu, amalur@sgu.edu, jharring@sgu.edu, zphillip@sgu.edu, mantoine3@sgu.edu, swillia10@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• Introduction to Eukaryotic Microorganisms• Introduction to Viruses• Microbial genetics	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

SGU SOM, Grenada	Email Address
Ms. Karla Farmer-Diaz (Course Director)	kfarmer1@sgu.edu
Dr. Achut Malur	amalur@sgu.edu
Dr. Ziza Philip	zphillip@sgu.edu
Dr. Malcolm Antoine	mantoine3@sgu.edu
Dr. Jane Harrington	jharrington@sgu.edu
Dr. Sue -Ann Williams	swillia10@sgu.edu

SUPPORT STAFF

SGU SOM, Grenada		Email Address
Ms. Sherry Ann Joseph,	Secretary	sajoseph@sgu.edu
Mrs. Makeda Matthew-Bernard	Microbiology	
Ms. Terrisha Walcott	Microbiology	
Mrs. Beulah Douglas-Paterson	Microbiology	
Mr. Brent Nelson	Microbiology	

COURSE MATERIAL

COPYRIGHT

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All course material, whether in print or online, is protected by copyright. Course materials, in part or in their entirety, may not be copied, distributed, or published in any form, printed, electronic or otherwise.

As an exception, students enrolled in the course are permitted to make electronic or print copies of all downloadable files for personal and classroom use only, provided that no alterations to the documents are made and that the copyright statement is maintained in all copies.

Lecture recordings are explicitly excluded from download and creating copies of these recordings by students and other users is strictly prohibited.

COURSE WEBSITE

The Microbiology (BIOL 401) course offers a website through Sakai, our learning management system. This site is used for COMMUNICATION (including Announcements, Calendar and Discussion Forums) and COURSE TOOLS (including Syllabus, Gradebook, Forums, Assignments, Lessons, Tests & Quizzes, a web link to the student resources and a link to Lecture Recordings).

To login, go to [myCampus Secure Login \(Carepage\)](#), type in your user ID and password, and click on MyCourses.

ELECTRONIC RESOURCES

Distribution of course material will be in electronic format, with a table of contents hyperlinked to the different sections within each document. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

TEXTBOOKS

Text:

Text: Brock, 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 SCHEDULE

Week #	Live Session Tuesday (12:00AST/9:00PM AST)	Topic	Lecturer
Week 1	19 th Jan	Overview of Microbiology and history/ Introduction to prokaryotes	Karla Farmer-Diaz, MSc.
Week 2	26 th Jan	Introduction to Eukaryotic microorganisms/ Virology	Dr. Malur
Week 3	2 nd Feb	Microbial genetics overview (prokaryotes)	Karla Farmer-Diaz, MSc
Exam 1-Monday Feb 8th Week 4			
Week 5	16 th Feb	Bacterial nutrition and metabolism	Dr. Harrington
Week 6	23 rd Feb	Bacterial Growth and replication	Dr. Harrington
Week 7	2 nd March	Strategies for Control of Microbial Growth	Dr. Phillip
8th - 12th March-Exam 2 (Midterm) Week 8			
Week 9	16 th March	Relationships with microorganism 1/ microbiome	Dr. Antoine Jr.
Week 10	23 rd March	Relationships with microorganism 2	Dr. Ziza Phillip
Week 11	30 th March	Introduction to immunology	Dr. Harrington
Exam 3- Week 12			
Week 13	13 th April	Microbial ecology/ Reservoirs for microorganisms	TBD
Week 14	20 th April	Food microbiology	Dr. Sue- Ann Williams
Week 15	27 th April	Epidemiology and Public Health	Karla Farmer-Diaz
Exam 4-3rd May Week 16			

DIRECTED LEARNING ACTIVITIES (DLA)

DLAs are exercises developed by Faculty to support, complement, and/or supplement the learning of the class. These exercises are available through the course management site in different formats, including PDF handouts, infographics, Panopto videos, Research papers etc.

These DLAs are mandatory and the content of the DLA's is testable in formative lecture assessments, IMCQs and course exams.

The sequence in which the exercises should be completed is important as it coordinates with the lecture(s) they are supporting. The DLAs and the timeline will be available via the course management site and can be viewed at any time.

ONLINE COURSE MATERIAL

Online Course Content in this course consists of a variety of additional and supplemental materials

Pre-requisite knowledge or simple content may be presented online as short videos or short PowerPoint slide presentations. The course director reserves the right to post information from social media, rich media, content, and videos that will be available via the course management site and can be viewed at any time.

LABORATORY SESSIONS

The final course grade will be comprised of the lecture grade portion (75% ,240 points) and the laboratory grade portion (25%, 80 points).

The breakdown of the laboratory grade is listed below.

LAB	Points
Laboratory online quizzes based upon weekly pre-laboratory completion requirement (DLAs, PowerPoint lectures, PDF handouts, Panopto videos, Research papers) <u>Must be completed by 8:00 am on the day of the scheduled lab</u> <ul style="list-style-type: none">• Lowest scoring 1 out of 6 is dropped	55
Online identification and write-up of bacterial unknown	25
Total:	80

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) Lowest scoring 1 out of 6 is dropped	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 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 "fail 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 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.

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 another, 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: BIOL 407 – Senior Internship
Number of Credits: 4–12 (40 hr = 1 credit)
Days and Times: N/A
Semester and Year: Spring 2021
Classroom Location: N/A
Pre-requisite(s): Jr./Sr. standing & consent of instructor

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

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

Course Lecturer(s) Office Hours: TBD
Course Director Office Hours: TBD

Course Lecturer(s) Office Location: NA (Online via Zoom)
Course Director Office Location: N/A (Online via Zoom)

Course Support: Anna Neckles-Thomas; anecklesthomas@sgu.edu Akima Ventour;
aventou2@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

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:

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

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or a private corporation, or a community group.

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

Student Learning Outcomes:

1. Apply the scientific method for designing and conducting controlled field and laboratory experiments, testing hypotheses, collecting and analyzing data, and interpreting and communicating results.
2. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular, and organismal level.
3. Apply knowledge of the interrelationships of organisms with each other and within their physical environments.
4. Demonstrate problem solving and critical thinking skills across disciplines.

Technical Skills Outcomes:

Depend on the nature of the host organization.

Program Outcomes Met By This Course:

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

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

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

MWC-PLO3. RESEARCH: Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.

MWC-PLO4. COMMUNICATION & CRITICAL THINKING: Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

Satisfactory/Unsatisfactory

Course Materials:

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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

Preliminary requirements (required prior to approval of internship):

- Planning schedule form
- Internship contract

External supervisor reports:

- Midway progress
- Final performance

Reports completed by students:

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

Project completion reports:

- Oral presentation
- Written report

Course Requirements:

See guidelines on requirements in Sakai

Course Schedule:

Preliminary requirements: required prior to approval of internship.

Midway progress reports: halfway through the completions of hours (approximately 80).

Final reports: submitted to course director a minimum of 1 week before oral presentations.

Project completion reports: due week 16 of the term.

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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

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

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

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

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

Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Assignments details will be posted on Sakai and work needs to be submitted by indicated deadlines.

Late work will be subject to a 10% penalty for the first day, and then 5% per day, up to a total of 5 calendar days past the due date. Students who do not submit assignments by this time will receive a zero for the assignment.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

At discretion of Course Director

Policy/Procedure Related to the Department:

At discretion of Course Director.

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



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL412 – Animal Behavior
Number of Credits: 4
Days and Times: Tuesday & Thursday 10–11:15AM; Friday 8:30AM–12:30PM
Semester and Year: Spring 2021
Classroom Location: NA
Pre-requisite(s): BIOL220 – General Biology
MBIO310 – Ecological Research Methods

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

Course Lecturer(s) Contact Information: prosa@sgu.edu; +1 (473) 444-4175 ext. 3652
Course Director Contact Information: See above

Course Lecturer(s) Office Hours: Monday 9AM–12PM; Tuesday 1–4PM
Course Director Office Hours: See above

Course Lecturer(s) Office Location: Virtually via Zoom
Course Director Office Location: Virtually via Zoom

Course Support: Anna Neckles-Thomas; anecklesthomas@sgu.edu
Akima Ventour; aventou2@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This course will examine behavior, genetics, physiology and ecology of behavior, and the evolution of behavior. Assigned readings from the scientific literature, exams, inquiry-based activities, and assignments will be used to explore these topics. Students will design, implement, and report on a field-based 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:

- CLO-BIOL412-1:** Recognize the importance and origin of behavioral studies, and the role of natural selection.
- CLO-BIOL412-2:** Examine the causes, organization, and development of behaviors in animals.
- CLO-BIOL412-3:** Describe how habitat selection and dispersal influence animal behavior.
- CLO-BIOL412-4:** Examine interspecific interactions across and within specific taxa.
- CLO-BIOL412-5:** Explain the evolution of groups and the fitness consequences of behaviors in a social context.
- CLO-BIOL412-6:** Examine the role of sexual selection in the evolution of mating systems.
- CLO-BIOL412-7:** Examine the functions of communication signals and the impact of sensory systems on interactions with the environment.
- CLO-BIOL412-8:** Employ field survey techniques to test hypothesis, collect, and analyze data, and present findings of behavioral study.

Student Learning Outcomes:

See student learning outcome for each session in *Sakai*.

Technical Skills Outcomes:

- TSO-BIOL412-1:** Identification of sampling and recordings rules for specific different type of behavioral observations.
- TSO-BIOL412-2:** Use of experimental design techniques to develop research questions and testable hypotheses.
- TSO-BIOL412-3:** Use of GPS to determine geographic location, retrieve study site locations, and to map habitats.
- TSO-BIOL412-4:** Use of a windmeter to determine wind velocity.
- TSO-BIOL412-5:** Use of quadrats to assess plant density, coverage, and height.
- TSO-BIOL412-6:** Use of spreadsheets to enter, collate, analyze, and display data graphically.

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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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: No text required. Peer-reviewed papers will be discussed throughout the course.

Supplementary Readings/Resources: Consult reading list with corresponding Chapters for each lecture in *Sakai*.

- Dugatkin, L.A. 2014. Principles of Animal Behavior, 3rd Ed. W.W. Norton & Company, New York.
- Scott, G. 2005. Essential Animal Behavior. Blackwell Publishing, Oxford.

Course Grading Requirement:

Exams (40%): Mid-term 20%
Final 20%

Research project (50%): Research proposal 15%
Field data collection 10%
Data entry & analyses 10%
Presentation 15%

Readings and associated

discussions (10%): van Wilgenburg & Elgar (2013) 5%
Cuthill (1991) 5%

Course Requirements:

Exams: Exams will cover material and concepts from lectures. Questions will include a combination of multiple-choice, short-answer, and problem-solving questions, and data and graphical interpretations. Be prepared to apply knowledge of course material and concepts to new situations and datasets. Mid-term will be based on material covered in weeks 1 to 6, and final will focus on weeks 9 to 14 (non-cumulative).

Research project: Researchers write proposals, acquire field data, report, and discuss significance of results, present their findings, and publish these findings. In groups of 3-4 individuals, each team will conduct a behavioral study.

Research proposal (approximately 1–2 pages):

- *Introduction:* Present relevant background literature (at least 5–8 scientific references), describe the purpose of the study, and the central question to be answered/hypotheses to be tested.
- *Methods:* Provide a brief description of field site and location where project will be conducted. Describe focal species to be observed/tested. Describe how you will conduct the study (e.g., length of study period, data collection procedures, sampling methods). Describe how you plan to summarize and analyze your data (i.e., statistics).
- *Literature cited:* All articles and sources cited in the text of the proposal should be listed here. You may reference your sources using any one of the various referencing styles, but be consistent.

Data collection: Based on your contribution and active involvement in conducting field surveys to acquire high-quality data. You will be evaluated on the proper use of equipment, implementation of survey rules, and adherence to protocol.

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Data entry & analyses: Measured by your ability to enter all relevant data into a spreadsheet in a manner that will allow for statistical analyses in a statistical software (i.e., SAS or R). Apply knowledge from labs and lectures to determine the appropriate statistical tests to analyse your data. Run analyses in SAS or R and interpret significance of results.

Presentation: Each group will prepare a 12-minute presentation on their research which will be followed by a 3-minute question and answer period.

Readings and associated discussions: Two sessions will be dedicated to assigned readings relevant to the field of animal behavior. You will be expected to prepare discussion points beforehand and will be evaluated on your contributions to the in-class discussion and understanding of the concepts and issues.

Course Schedule:

Please note that all session learning objectives (SLO) are available in *Sakai*.

Week	Date	Topic 1	Topic 2	Topic 3
1	Jan 18	SLO-BIOL412-1-Why study animal behavior?	SLO-BIOL412-2-History & adaptation	
2	Jan 25	SLO-BIOL412-3-Proximate & ultimate causes	SLO-BIOL412-4-Genes & environment	SLO-BIOL412-16- Lab: Methods of sampling animal behavior
3	Feb 1	SLO-BIOL412-5-Habitat selection	SLO-BIOL412-17A- Lab: DISCUSSION Confirmation bias (van Wilgenburg & Elgar 2013)	SLO-BIOL412-19- Field: Preliminary observations
4	Feb 8	SLO-BIOL412-6-Dispersal	SLO-BIOL412-17B- Lab: DISCUSSION Methods & ethics (Cuthill 1991)	SLO-BIOL412-18- Lab: Research design & project logistics
5	Feb 15	SLO-BIOL412-7-Interspecific relationships	SLO-BIOL412-8-Guest: Insect behavior	SLO-BIOL412-21- Field: Data collection (1)
6	Feb 22	SLO-BIOL412-9-Guest: Marine animal behavior	SLO-BIOL412-20- Lab: Research proposals	
7	Mar 1	Review		SLO-BIOL412-23- Field: Data collection (2)
8	Mar 8	Midterm week		
9	Mar 15	SLO-BIOL412-10-Social behaviors		SLO-BIOL412-24- Field: Data collection (3)
10	Mar 22	SLO-BIOL412-11-Cooperation & altruism	SLO-BIOL412-22- Lab: Data entry & management	SLO-BIOL412-26- Field: Data collection (4)
11	Mar 29	SLO-BIOL412-12-Sexual selection		<i>Food Friday</i>

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12	Apr 5	SLO-BIOL412-13- Mating systems	SLO-BIOL412-25- Lab : Data analysis (1)	SLO-BIOL412-27- Field : Data collection (5)
13	Apr 12	SLO-BIOL412-14- Communication: Signals & functions	SLO-BIOL412-28- Lab : Data analysis (2)	
14	Apr 19	SLO-BIOL412-15- Sensory ecology: Perception & senses	SLO-BIOL412-29- Lab : Academic presentations	
15	Apr 26	Review		
16	May 3	Final week		

POLICY INFORMATION

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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 Carepage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Assignments details will be posted on Sakai and work needs to be submitted by indicated deadlines. Late work will be subject to a 10% penalty for the first day, and then 5% per day, up to a total of 5 calendar days past the due date. Students who do not submit assignments by this time will receive a zero for the assignment.

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Classroom/Online Etiquette Procedure:

When attending synchronous sessions, students are expected to arrive or sign-on on time and prepared. Classes, labs, and field outings begin promptly at the indicated time. Students are also expected to be respectful and courteous to their colleagues and instructor, particularly during in-class discussions. 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 **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: BIOL420 – Capstone I
Number of Credits: 4
Days and Times: Tuesday 1:00 to 2:00 pm
Semester and Year: Spring 2021
Classroom Location: Delivered Online
Pre-requisite(s): MBIO 310 – Ecological Research Methods

Course Lecturer Name(s): Paula Spiniello; Patricia Rosa
Course Director Name: **Paula Spiniello; Patricia Rosa**

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

Course Lecturer(s) Office Hours: TBD
Course Director Office Hours: TBD

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

Course Support: Anna Neckles-Thomas; anecklesthomas@sgu.edu aventou2

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.

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.

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4. Communicate effectively the project rationale, design, hypotheses, methods, and timeline to a committee.

Student Learning Outcomes:

See detail student learning outcome (SLOs) for each session in Sakai. General SLOs are as follow:

- 1) Review and report literature relevant to an investigation topic using the appropriate structure.
- 2) Design a research project on marine, wildlife, or conservation following the appropriate methodology and structure.
- 3) Effectively communicate scientific information.

TECHNICAL SKILLS OUTCOMES:

1. Use of experimental design techniques to develop research questions and testable hypothesis.
2. Use of spreadsheets to enter, collate, analyze and display data graphically.
3. Use of word processing and presentation software to display and communicate data.
4. Use of statistical and mathematical software to analyze data.

Program Outcomes Met By This Course:

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

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

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

MWC-PLO3. **RESEARCH:** Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.

MWC-PLO4. **COMMUNICATION & CRITICAL THINKING:** Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

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

Course Grading Requirement:

- Literature review: 20%
- Research proposal: 50%
- Oral presentation: 30%

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Course Requirements:

See guidelines on requirements in Sakai.

Course Schedule:

Bi-weekly

1. Guidelines and requirements for the capstone project
2. Project development and mentor
3. Literature review
4. Academic writing, citing, and formatting
5. Research design and methods
6. Peer-review process
7. Academic presentations

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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Assignment Submission Procedure:

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Classroom/Online Etiquette Procedure:

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At discretion of Course Director

**Policy/Procedure Related to the Department:
At discretion of Course Director**

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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 pm to 3 pm
Semester and Year: Spring 2021
Classroom Location: Delivered Online
Pre-requisite(s): BIOL 420- Capstone 1

Course Lecturer Name(s): Paula Spiniello; Patricia Rosa
Course Director Name: **Paula Spiniello; Patricia Rosa**

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

Course Lecturer(s) Office Hours: Tuesday 9:00 am to 12:30 pm D
Course Director Office Hours: **Tuesday 9:00 am to 12:30 pm**

Course Lecturer(s) Office Location: N/A (Online Via Zoom)
Course Director Office Location: **N/A (Online Via Zoom)**

Course Support: Anna Neckles-Thomas; anecklesthomas@sgu.edu Akima Ventour
aventou2@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This capstone course will allow students to 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.

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.

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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:

See student learning outcome for each session in Sakai. The general learning outcome is to implement and apply gained knowledge and skills to execute the research proposal developed in capstone 1.

TECHNICAL SKILLS OUTCOME:

1. Use of survey techniques and methods to collect data.
2. Use of spreadsheets to enter, collate, analyze and display data graphically.
3. Use of word processing and presentation software to display and communicate data.
4. Use of statistical and mathematical software to analyze data

Program Outcomes Met By This Course:

Marine, Wildlife and Conservation Biology 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.

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- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

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

Course Grading Requirement:

Poster Presentation or 3 Minute Thesis: 20%

Thesis Oral Presentation: 30%

Thesis Document: 50%

Course Requirements:

See guidelines on requirements in Sakai.

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Course Schedule:

Bi-weekly

1. Research question and hypothesis testing
2. Research logistics and problem-solving
3. Data collection, entry, and management
4. Data analysis
5. Reporting results and scope of inference
6. Thesis redaction
7. Oral and poster presentations

POLICY INFORMATION

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At discretion of Course Director.

**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, 2020, approved by the Dean of Basic Sciences

This version will supersede any previous editions of this document.

**The university reserves the right to change or amend the rules and regulations at any time.
The new rules and regulations will be applicable to all students registered.**

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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: 11:30am to 8:30pm – Mon and Tues

Semester and Year: Fall 2020

Classroom Location: Online Delivery

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

Course Director Name: Dr. Gabrielle Walcott-Bedeau

Course Director Contact Information: gwalcott@sgu.edu

Course Lecturer(s) Office Hours: varies according to faculty

Course Director Office Hours: varies weekly

Course Director Office Location: Lower Charter Hall,

Course Support: Ms. Kamille Williams, kwilliams@sgu.edu

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

BIOL441 HUMAN PHYSIOLOGY – COURSE DESCRIPTION

Human Physiology (BIOL 441) is a 4-credit course presented over 16 weeks as part of the discipline-based Premedical Science curriculum of St George's University School of Medicine. It is designed to provide a fundamental basis for understanding human physiology pertinent to clinical medicine based on the Medical Physiology Learning Objectives³ published by the American Physiological Society (APS). It is one of the final prerequisite courses for the third-year Premedical Sciences and Biology students, and a central component of the Charter Foundations to Medicine program. Course topics teaching the essential elements, concepts and organ systems in human physiology are delivered across four consecutive blocks:

Module Name	Duration (weeks)
Block 1- (CTP) Cell and Tissue Physiology: Homeostasis, Excitable tissue, & Intro to Nervous System	4
Block 2- (S1) Systems: Neurophysiology, Autonomic Nervous, & Cardiovascular Systems	4
Block 3- (S2) Systems: Pulmonary, Gastrointestinal Systems	4
Block 4- (S3) Systems: Renal, Endocrine Systems	4
Total:	16

(CTP) CELL AND TISSUE PHYSIOLOGY: HOMEOSTASIS, EXCITABLE TISSUES, & INTRO TO NEUROPHYSIOLOGY

The theme of this block is to provide a solid foundation with the basic concepts of physiology and their application to the organ systems subsequently encountered in this course and throughout undergraduate medical education. Students will be introduced to the language embedded in physiology, the biological molecules associated with cells, tissues and organs and their roles in physiological processes. This block includes homeostasis and its control, properties of excitable tissues, and an introduction to neurophysiology. This will lead the students towards functional of understanding normal and abnormal human physiology, interpretation of clinical data, and eventual recognition of pathophysiological conditions. Group-based interactive sessions are introduced early in the block to facilitate both student learning and the development of collaborative interpersonal skills in accordance with the Association of Medical Colleges (AAMC) guidelines on professional competencies^{1,2}.

(S1) SYSTEM: NEUROPHYSIOLOGY, AUTONOMICS, & CARDIOVASCULAR SYSTEM

The goal of this block is to provide students with a comprehensive knowledge base for understanding the Nervous and Cardiovascular systems. Building upon the concepts from block 1, the normal gross and microscopic anatomy, molecular mechanisms, physiologic functions will be presented. Particular attention is given to the interrelation of these two

systems via the autonomic nervous system (ANS), and provides the foundation upon which all of the body's homeostatic responses are further considered. Collaborative group sessions are an integral component for mastering the content explored in this module.

(S2) SYSTEMS: RESPIRATORY & GASTROINTESTINAL SYSTEMS

Systems 2 expands students' knowledge base with the Pulmonary and Gastrointestinal systems. Again, lectures introduce the normal gross and microscopic anatomy, molecular mechanisms, physiologic functions of these systems, and integration with content from previous blocks continues to be emphasized. Diseases such as Asthma and COPD are used to illustrate key principles. Additionally, significant attention is given to the dynamic physiologic relationship between the Nervous, Cardiovascular, and Pulmonary systems underlying the body's capacity to preserve homeostasis and adapt to life's everchanging conditions. The GI system provides several examples of how its structure and function compare and contrast to processes covered previously. Group sessions remain essential for student understanding of the complex interactions between these systems.

(S3) SYSTEMS: ENDOCRINE & RENAL SYSTEMS

This block culminates with the Endocrine and Renal systems. Normal gross and microscopic anatomy, molecular mechanisms, and physiologic functions are presented. The vital role that these systems play in regulation of fluid balance, electrolytes, nutrients, and energy are incorporated with previous systems to explain the body's ability to maintain the homeostatic environment necessary for sustained health and growth over the long-term. The mechanisms of reproduction are discussed, as well as diabetes and the impact of hyperglycemia across multiple organ systems. Group sessions continue to be instrumental as consideration of physiological function throughout the whole human body is discussed and applied to clinical situations.

GOALS AND OBJECTIVES

MISSION

The BIOL441 Human Physiology Course embraces the mission of the Doctor of Medicine Program of St. George's University School of Medicine:

“To provide an international, culturally diverse environment in which students learn the knowledge, skills and attitudes required for postgraduate training in the health profession while being inspired to develop compassion, curiosity, tolerance and commitment to patients and society, dedication to life-long learning and an understanding of the vital role of research in healthcare.”

ENTERING MEDICAL STUDENT EXPECTATIONS

As an integral component of St George's University's Premedical Sciences course offerings, BIOL441 Human Physiology prepares students to meet several of the AAMC's Entering Medical Student Expectations, or Entrance Competencies (**E1.1, 1.2, 1.3, 1.6, 1.7; E3.1, 3.2, 3.4, 3.6; E4.3, 4.4, 4.5; E5.1, 5.2; E6.1-6.4; E7.1-7.3** below) by providing students with opportunities to:

“Demonstrate both knowledge of and ability to use basic principles of mathematics and statistics, physics, chemistry, biochemistry, and biology needed for the application of the sciences to human health and disease; demonstrate observational and analytical skills and the ability to apply those skills and principles to biological situations.”

FACULTY, STAFF AND CONTACT INFORMATION

ADMINISTRATIVE QUESTIONS

For all administrative questions (including notification of absence from lab or small group activities) contact our departmental secretaries, module coordinators and course directors at:

SGU Premedical Science Department,
Physiology Department Grenada – physiology441@sgu.edu

(Please do not send a message to all faculty or to individual faculty members). Faculty and staff will not respond to emails during the weekend. Last email responded to will be Friday at 4:00pm.

CONTENT RELATED QUESTIONS & FAQ

For all content-related questions, the most efficient way of interacting with your peers and faculty is by using the Discussion Form in Sakai, the learning management system. Students can find a more detailed [description of the Discussion Forum](#) in the student support section below.

Frequently asked questions can be found in a supplemental document on Sakai resources folder.

COURSE LEADERSHIP TEAM

SGU BIOL441, Grenada	Department	Email Address
Dr. Gabrielle Walcott-Bedeau Course Director	Physiology/Neuroscience	gwalcott@sgu.edu
Dr. Noah Leton Lab director	Physiology/Neuroscience	nleton@sgu.edu

TEACHING FACULTY

SGU BIOL441, Grenada	Department	Email Address
Dr Duncan Kirkby	Physiology/Neuroscience	DKirkby@sgu.edu
Dr. Noah Leton	Physiology/Neuroscience	nleton@sgu.edu
Dr Vijaya Chellapilla	Physiology/Neuroscience	chrao@sgu.edu
Dr Nilo Alvarez Toledo	Physiology/Neuroscience	Nalvare1@sgu.edu
Dr Juanette McKenzie	Physiology/Neuroscience	JMckenzi@sgu.edu
Dr Earlan Charles	Physiology/Neuroscience	echrle3@sgu.edu

SUPPORT STAFF

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

COURSE MATERIAL

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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 Syllabus, Resources, Tests & Quizzes, Gradebook, a web link to the student resources of the Required Books, and a link to Lecture Recordings).

To login, go to <https://mycourses.sgu.edu/portal>, type in your user ID and password.

ELECTRONIC RESOURCES

Distribution of course material will be in electronic format, with a table of contents hyperlinked to the different sections within each document. Links to external websites are included, where appropriate. In accordance with Committee for Technology based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above).

Resources folder contains multiple subfolders in which you will be able to find the course material provided.

Please note: electronic versions of course materials posted on the course website are the most up-to-date versions. Due to reproduction deadlines, distributed paper versions may vary somewhat from posted electronic versions. It is the responsibility of each student to check on the latest available electronic versions for possible updates and corrections.

REQUIRED TEXTBOOKS

Medical Physiology: Principles for Clinical Medicine; 5th ed, Rhoades and Bell

This textbook is also available for free online through the SGU library via this link: <https://meded-lwwhealthlibrary-com.periodicals.sgu.edu/book.aspx?bookid=2188>

Optional additional resources for self-study:

List of all online medical textbooks available through SGU library:

<https://mycampus.sgu.edu/group/library/ebooks>

Free online access for SGU students (requires log-in with SGU credentials)

AccessMedicine

<https://accessmedicine.mhmedical.com.periodicals.sgu.edu/>

Searchable medical textbooks. Highly recommended with search function to look up concepts relevant to pre-medical student education.

REQUIRED ELECTRONIC EQUIPMENT

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and keep it up to date and equipped for the SGU wireless network at all times.

Clicker

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Students are recommended to respond to questions using the web browser (tppoll.com) or via the turning Point app for smart phones to fully participate in live sessions.

Throughout the term, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any other student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and is further responsible to keep it in full working condition at all times during the course. Any problems with the device should be reported to the Course Director on the day the problem occurs and adequate steps should be taken to resolve the issue, e.g. battery replacement, or repair or replacement of device. Students are required to bring their clicker to every scheduled teaching session.

COMPONENTS OF THE COURSE

LECTURES

Lectures are an essential component of the BIOL441 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to

clinical contexts. Most lecturers will focus more on difficult concepts than on self-explanatory facts.

Many of the course sessions are delivered through on-line recordings of full-length lectures. The delivery of asynchronous on-line lectures allows students greater flexibility for when and where the lectures are viewed and promotes self-directed learning. Content from all lectures, synchronous or asynchronous are testable material.

The posted lecture slides may not be comprehensive and do not replace the need to read textbooks. It is an important learning exercise for students to read textbooks and glean important information related to course objectives. Lecture slides are not intended to be used in isolation, but rather as a complement to the lecturer's narrative.

Each lecture contains formative assessment, **usually in the format of at least 2 clicker questions of which the first and last questions must be answered.**

Students must submit a minimum number of these formative lecture assessments in order to pass the course. The minimum number of submissions for this course component is listed in the tables below.

DIRECTED LEARNING ACTIVITIES

Pre-requisite knowledge or simple content may be presented online as short videos. These videos will be available via the course management site and can be viewed at any time. The videos are designed to focus on key topics that are pre-requisite knowledge or where there is benefit to reviewing core knowledge before its application in lecture.

DLAs are exercises developed by Faculty to support, complement, and/or supplement the learning of the class and are available through the course management site in different formats, including PDF handouts, Panopto videos, Research papers etc. These DLAs are mandatory and the content of the DLA's is testable material. The sequence in which the exercises should be completed is important as it coordinates with the lecture(s) they are supporting. The DLAs and the timeline will be available via the course management site and can be viewed at any time.

SMALL GROUP (SG) PRACTICAL SESSIONS

Small Group Practical Sessions (SGs) are an essential component of the BIOL441 course, organized with approximately 8-10 students per group and supervised by Clinical Tutors who facilitate and encourage critical thinking through group discussions. A clinical case will also be provided during every session to allow students the opportunity to apply the basic physiological concepts to real life situations. The key of these sessions is student-student interaction and the success of these sessions largely depends on all members of the team coming prepared and actively participating in the discussion.

Details on the organization of the Small group discussion sessions are provided in the small group discussion manual, which will be distributed via sakai the week before the small group session is scheduled to begin.

Each small group practical session contains a formative assessment. These can take the form of clicker questions, a worksheet or an online prerequisite or post SG assessment. Students must submit a minimum number of these formative practical assessments in order to pass the course. The minimum number of submissions for this course component is listed in the tables below.

Small Group Requirements:

- **white board markers, clickers**
- Textbooks and small group handout/supplement for the topic being covered
- Dress Code (see below)

SG Regulations:

- Students must wear their SGU Photo ID at all times and place it in such a way that it is clearly visible by faculty.
- The laboratory learning resources such as plastic models, and surface pros are expensive and limited in number. Students should take special care when they handle them.
- Food and drinks are not permitted in the lab at any time (that includes chewing gum and drinking water).
- Taking pictures is not allowed in the lab at any time.
- Use of cell phones is restricted. If at all necessary in the lab, students should use the

vibration mode and not answer the phone while in the lab.

- For any lost items in the SG session please ask the assistance of any of the technicians for that venue.

DRESS CODE (SMALL GROUP)

Students are expected to dress in a professional manner when attending lectures and small group/ Lab sessions.

Professional Dress includes:

Clean, odor-free, and not overly worn or revealing clothing.

Unprofessional Dress includes:

Tank tops, see through clothing, short shorts, sunglasses, flip flops, heels, etc.

INTERACTIVE MULTIPLE CHOICE QUESTION (IMCQ) SESSIONS OR PROBLEM-BASED LEARNING SESSION

Interactive multiple choice question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE style multiple choice single best answer questions, which is the standard style for all electronic examinations at St George's University School of Medicine. These sessions will improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback enabling them to modify their approach to learning course content, and to identify weaknesses that require remediation.

There will be several non-graded IMCQ and problem-based learning sessions over the semester,

It is essential to actively participate in the discussions with classmates to train yourself in the critical clinical thinking and reasoning process in order to be able to master IMCQs from these sessions. In order to adequately prepare for the critical thinking and clinical reasoning processes required in IMCQ sessions, students are encouraged to actively participate in

discussions with classmates during their study sessions. Questions used during IMCQ sessions will be posted on the course Sakai after delivery.

DIRECTED SELF STUDY / GROUP STUDY

Apart from studying independently, students are encouraged to form their own study groups of 3 to 5 active members. These groups should meet about once a week to discuss difficult course concepts. Active participation in these small group discussions is essential to students' successful understanding, application, and mastery of course material.

ONLINE ACTIVITIES: WEEKLY SAKAI PRACTICE QUIZZES AND EXAMSOFTQUIZZES

Practice quizzes will be provided every week, each comprised of 20 questions delivered via SAKAI within a 30-minute time window. Students earn 1 point for each of the practice quizzes. A minimum number of correct answers is NOT required. Students will earn the point for uploading a completed quiz irrespective of the number of correct answers. Detailed feedback for each question will be provided at the closing time of each quiz. ESoft Quizzes are announced on Sakai each week.

Scoring of E-Soft Quiz: Students must complete the quiz and upload the results **before** the specified deadline to earn the 2 points associated with each quiz (2 points x 4 quizzes = 8 possible points). Accuracy is not considered.

COURSE AND INSTRUCTOR CRITIQUE

Students are expected to attend all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student Participation in the Evaluation Process is Mandatory

When requested, students enrolled in a course are expected to complete all required faculty and course evaluations. Failure to complete all required course and instructor critiques will mean that students did not fulfill all course requirements. The critiques coordinator will notify students when evaluation periods have begun and send periodic reminders to ensure that critiques are submitted within the allotted time frame.

The Importance of Evaluation

Evaluation is a necessary component of any course. Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves to meet the needs and expectations of students.

Feedback

At the beginning of each term, course directors address the class and summarize the results of the course and instructor critiques from the previous term. In this summary, course directors will report areas that students rated highly and areas that received the lowest ratings. For areas receiving low ratings, the course director details what changes were made to address students' concerns, thus ensuring that course evaluation influences course design and delivery.

LAB EVALUATION

At the end of every SG session for pre-midterm and post-midterm, students are given the opportunity to evaluate the SG experience. The evaluation will be on Sakai and should be completed before the end of the specified deadline. Students will assess the session based on the criteria outlined in the Sakai evaluation form.

COURSE ASSESSMENTS

Course assessments may be summative (counting towards points in the gradebook), formative (giving valuable feedback to students to optimize their learning strategies), or both.

Summative assessments include written (electronic) examinations, and the assessment of professionalism.

Formative assessments are essential components of each scheduled course session. A minimum number of submissions of these formative assessments is required in order to pass the course.

ASSESSMENT POINTS

Course assessments may be summative (counting towards points in the gradebook), formative (giving valuable feedback to students to optimize their learning strategies but do not contribute to the gradebook), or both.

Summative Assessments

Include electronic examinations (ExamSoft), lab examinations and SG/LA assessments. These contribute points to your course grade.

Summative Assessment Points

The total assessment points that can be earned in the course are listed in the table below:

The total assessment points that can be earned in the course are listed in the table below:

Assessment	Points	Points Breakdown	%
Exam 1	50	50 MCQ x 1 point	20.8
Exam 2	50	50 MCQ x 1 point	20.8
Exam 3	50	50 MCQ x 1 point	20.8
Exam 4	50	50 MCQ x 1 point	20.8
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).

Model created by: Rex Heer, Iowa State University, Center for Excellence in Learning and Teaching, Updated January, 2012.

Retrieved from: <http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf>
(2016-08-12)

Axis of Truth

According to NBME guidelines, answer choices are located at any point along an “axis of truth” (see illustration on the right from: <http://download.usmle.org>, retrieved 2014- 08-19). The axis ranges from “unequivocally true” to “absolutely false”.

The vast majority of questions has 5 choices, while some may have only 4 choices, others may have 10 choices (A to J) or more, according to the most recent 2016 sample presented on the USMLE website (http://usmle.org/pdfs/step-2016samples_step1.pdf, retrieved 2016-05- 17).

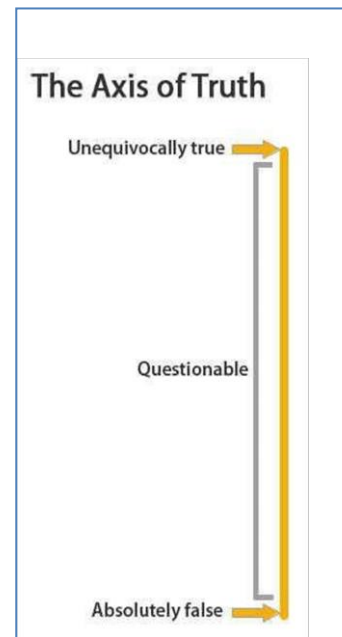
Choices are rarely “unequivocally true” or “absolutely false”. It is a common misunderstanding that a multiple choice question has to have one “unequivocally true” answer choice and a series of “absolutely false” answer choices.

In reality, most answer choices are located between these two extremes and the good student will be able to determine the one best answer that will earn the point.

Experimental Questions

Testing of new, previously untested/ experimental questions is an essential component of question bank development. Such questions may not be used untested to count towards students’ grades. For each written examination, approximately 10 untested questions will be included to determine their validity and reliability. These questions will not count toward a student’s grade. The term “experimental question” does not imply a different format or difficulty level. These are standard questions. If these questions generate reliable statistics during the testing process, they will become part of the regular question bank for use in future exams as regular exam items. This process ensures that all assessments are set with well performing exam items only.

For quality control across all courses offered by St George’s University School of Medicine, the Curriculum Committee regularly monitors and reviews all test items used in School of Medicine examinations.



SMALL GROUP PRACTICAL

In each session there will be an assessment given in the form of a online activity, clicker questions or a worksheet which will be worth 2 points. Students will be given points based on the accuracy of their answers. **(50% earns your 2 points)**. Make up sessions will not be offered.

PROFESSIONALISM ASSESSMENT

Professional behavior, communication and interpersonal skills will be assessed based on the assessment form shown in Section C. This form has been adapted to the needs of a basic science course from the American Association of Medical Colleges (AAMC) Medical Student Performance Evaluation (MSPE) advisory committee. It addresses timeliness, compliance, accountability, appearance, interactions, teamwork, motivation and respect.

The total number of professionalism points is listed in the table above. It is anticipated that students will demonstrate professional behavior at all times, and therefore, earn their full professionalism points, Should there be documented evidence of students failure to demonstrate expected professional behavior as assessed in the BIOL441 course, he/she may lose one or more professionalism points and/or the incident can be reported to the Dean of Students and may result in disciplinary action. The number of points deducted is at the discretion of the Course Director, which is not negotiable.

FORMATIVE ASSESSMENTS

Formative assessments are an essential component of the BIOL441 course. In addition to the formative character, some of the assessments may in addition have a small summative character (for points contributing to the final course grade). These assessments are delivered during every scheduled course session (see course components above). A student needs to submit/attend a minimum number of 80% of these assessments in each category in order to pass the course.

According to the Student Manual, participation in all scheduled activities is mandatory. Students are not entitled to miss any scheduled activities. The reduced participation

requirement provides for any unavoidable circumstances that may occur.

Failure to meet the minimum requirement of formative assessment submissions may result in an F grade for the BIOL441 course irrespective of the reason for non-submission. Medical and non-medical excuses are only accepted for summative assessments. Makeup sessions are not offered for the formative assessment components of the course.

STUDENT SUPPORT DISCUSSION FORUM

The major platform for all content related questions is the Discussion Forum on the course website. Students are encouraged to post their questions on the Discussion Forum and to respond to questions posted by others.

Students are expected to make use of the Discussion Forum rather than emailing questions to individual faculty. Many students have the same questions; therefore, posting on the Discussion Forum allows all students benefit from the posted questions and their timely responses. Course faculty will regularly monitor the Discussion Forum and participate, whenever appropriate.

When posting questions on the discussion forum, you must tag each post with the lecture number, the small group, IMCQ or Exam Soft quiz that the question is referring to. This will ensure that the relevant faculty members will be available to answer your questions.

Students should only use professional language. Discussions should remain relevant to course material. Use of derogatory remarks or inappropriate language is not allowed. All posts must also be accompanied with the full name of the person posting it. Failure to do so will result in deletion of the post. Anonymous messages are considered unprofessional behavior and a violation of the student honor code.

ROUND TABLE MEETINGS

The Course Director may organize Round Table Meetings (either online, or with physical presence), where faculty members representing the different disciplines contributing to the course will be present. Students can come in and ask individual questions, which will be answered by the team of faculty.

OFFICE HOURS

Office hours will be provided by the teaching faculty as open office hours (walk in) or by appointment. The available hours (open or appointments) for the different faculty members will be posted weekly on Sakai. **All appointment requests should be emailed to physiology441@sgu.edu . Students should not contact individual faculty members to make appointments (unless otherwise specified).**

SECTION B: SGU SOM POLICIES AND PROCEDURES

Policies applicable to the course are published in the following documents:

1. Course Syllabus
2. [Student Manual](#) (General and School of Medicine sections, including the Honor Code)

If there is a conflict between policies and procedures detailed in Section B of this syllabus and those detailed in the Student Manual, then the policies and procedures in the current Student Manual supersede.

For rules and regulations governing the Charter Foundation Program and the Preclinical (Premed) Program, please refer to the Student Manual:

<https://www.sgu.edu/studentmanual/school-of-medicine/charter-foundation-program/>

<https://www.sgu.edu/studentmanual/school-of-medicine/doctor-of-medicine-preclinical-program/>

Violation of any policy or procedure outlined in this document is reported as an examination irregularity to the Dean of Students and to the Course Director. In the case of NBME examinations, irregularity reports are also sent to the National Board of Medical Examiners, with potential consequences outlined on their website. The Dean of Students decides on subsequent disciplinary action and the Course Director determines the implications for examination scores and course grades.

Policies applicable to the course are published in the following documents:

STUDENT RESPONSIBILITIES

- Attend classes regularly and on time
- Bring fully functional personal clicker to all scheduled sessions
- Respond to all clicker questions presented in class and participate in all formative assessments /assignments
- Check SGU email daily; this is the only official email account that is used to relay messages between University and students.

- Check course website daily for announcements and updates
- Submit online assessments and assignments on time
- Check posted results of assessments on time
- Actively participate in all class activities
- Report illness through the medical self-report system on [myCampus Secure Login \(Carenage\)](#) of the SGU website
- Voice commendations and concerns through class representatives
- Ask for help early if struggling
- Participate in course and instructor evaluations

ATTENDANCE POLICIES AND PROCEDURES

As stated in the Student Manual: “Students are expected to attend all classes and clinical rotations for which they have registered. A particular course may define additional policies regarding specific attendance or participation.”

RULES OF CLICKER USAGE

It is the responsibility of each student to bring their own (and only their own) individually assigned clicker for the Premedical Sciences- SOM program to every class session and respond to questions presented during that session. Students are responsible for ensuring that their clicker is registered before the start of classes and fully functional; they should request assistance in testing clicker functionality in case there is any doubt.

Factors that are essential for full clicker functionality include a fully charged battery and setting the correct channel for transmission of the signal. A student is responsible to check full functionality of their individual clicker regularly by monitoring the green LED response after successful response transmission.

Students actively or passively (either for their own, or for someone else’s benefit) involved in fraudulent attempts to manipulate examination or participation / submission records maybe dismissed for violation of the honor code.

A student caught in possession of multiple clickers inside a class venue may be dismissed for violation of the honor code.

MEDICAL EXCUSES

A student who is medically unfit to take an examination is advised to follow the procedures outlined in the student manual to obtain a valid medical excuse.

POLICIES AND PROCEDURES FOR SMALL GROUP, LECTURE, PRACTICAL AND IMCQ ASSESSMENTS

These assessments may be graded using an audience response system (clicker). Students are required to take their personal responders (clickers) to each of the SG sessions, lectures and IMCQ sessions. The proper functionality of the personal responder is the student's responsibility.

Students must attend only the sessions to which they are assigned. Participation and professional contributions are required and will be assessed.

SCORING AND GRADING POLICIES AND PROCEDURES

Grades are awarded objectively based on the percentage of points earned in the course relative to the maximum number of points available in the course. The total number of points available and a breakdown of how these points can be earned are listed in Section A (Course Specific Information) of this document. No additional points are available. Grades are awarded based on the official grading scale of St George's University School of Medicine (see below).

QUESTION REVIEW

The Course Director will arrange a meeting of faculty teaching in the course (or course module), to review the summary statistics of the examination, statistical item analysis and student review feedback.

Please note: Only student question review requests that have been raised during the examination in the appropriate comment box of ExamSoft will be considered. Question review requests reaching the Course Director or individual faculty members after the examination will not be considered.

If a test item (question) is deleted for any reason, all responses to the question will be accepted as correct.

The final decisions about question flaws and the appropriate adjustments rest with the Course Director.

GRADING

Before the start of the grading process, all decisions about individual questions, which may have been made during the question review process, will be considered as final.

At the end of term, the overall performance of a student will be determined as a percentage score, made available to the Registrar's Office and entered into the official St George's University data base.

This percentage score is the basis for the determination of individual grades to appear in a student's transcript, based on the current grading policy of St George's University School of Medicine.

Completion of the minimum required formative assessments is a requirement for satisfactory completion of a course. Students who do not meet the requirement may receive an overall "F" grade for the course.

In case the assessment score of a student is 69.5% or above, but the student does not meet the formative assessment criteria to pass the course, a failing score of 69.4% will replace the student's original percentage score. This constitutes the highest possible failing score, which will be reported to the Registrar's Office for recording of the student's grade.

GRADING SCALE

The current grading scale of St George's University School of Medicine is based on percentage scores as follows:

Letter grade	From	To
A+	100	100
A	90	99
B+	85	89
B	80	84
C+	75	79
C	70	74
D	65	69
F	<65	

PUBLICATION OF RESULTS

Results of all assessments will be published in the online course management system. The results of all electronic examinations will usually be posted at the end of an examination period.

After the results of an examination, an online assessment, or a grade have been published, it is each student's responsibility to check the published results.

REPORTING OF ERRORS

Errors in published scores for electronic examinations (and other course assessments manually entered into the gradebook) must be reported to the Course Director for validation within 48 hours of their publication.

For Online Assessments, where results are accessible upon submission, errors must be reported before the deadline.

Technical errors reported after the deadline will not be considered.

CHANGE OF PUBLISHED RESULTS

A published result can only be changed if the published score or grade is incorrect and errors have been reported in time.

Competency E1 (E1.1, 1.2, 1.3, 1.6, 1.7)

Apply quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

1.1. Demonstrate quantitative numeracy and facility with the language of mathematics.

Examples:

- Express and analyze natural phenomena in quantitative terms that include an understanding of the natural prevalence of logarithmic/ exponential relationships (e.g., rates of change, pH).
- Explain dimensional differences using numerical relationships, such as ratios and proportions.
- Use dimensional analysis and unit conversions to compare results expressed in different systems of units.
- Utilize the Internet to find relevant information, synthesize it, and make inferences from the data gathered.

1.2. Interpret data sets and communicate those interpretations using visual and other appropriate tools.

Examples:

- Create and interpret appropriate graphical representations of data, such as a frequency histogram, from discrete data.
- Identify functional relationships from visually represented data, such as a direct or inverse relationship between two variables.
- Use spatial reasoning to interpret multidimensional numerical and visual data (e.g., protein structure or geographic information).

1.3. Make statistical inferences from data sets. Examples:

- Describe and infer relationships between variables using visual or analytical tools (e.g., scatter plots, linear regression, network diagrams, maps).

1.6. Apply algorithmic approaches and principles of logic (including the distinction between

cause/effect and association) to problem solving.

Examples:

- Utilize tools and methods for making decisions that take into account multiple factors and their uncertainties (i.e., a decision tree).
- Distinguish correlation from causality.

1.7. Quantify and interpret changes in dynamical systems.

Examples:

- Explain homeostasis in terms of positive or negative feedback.

Competency E3 (E3.1, 3.2, 3.4, 3.6)

Demonstrate knowledge of basic physical principles and their applications to the understanding of living systems.

3.1. Demonstrate understanding of mechanics as applied to human and diagnostic systems.

Examples:

- Apply knowledge of mechanics to movement in biological systems at various scales, from the molecular to the organismal.

3.2. Demonstrate knowledge of the principles of electricity and magnetism (e.g., charge, current flow, resistance, capacitance, electrical potential, and magnetic fields).

Examples:

- Apply concepts of resistance and capacitance to the electrical properties of myelinated and unmyelinated axons and how those properties affect the travel speed of action potentials in those types of neurons.

3.4. Demonstrate knowledge of the principles of thermodynamics and fluid motion.

Examples:

- Explain the thermodynamics of simple diffusion through biological membranes.
- Explain how viscosity affects blood flow.

3.6. Demonstrate knowledge of principles of systems behavior, including input–output relationships and positive and negative feedback.

Examples:

- Use input–output relationships to understand the efficiency of converting food energy into muscular motion.
- Apply negative feedback principles to explain how temperature is regulated in buildings and in the human body.
- Apply positive feedback principles to explain action potentials.

Competency E4 (E4.3, 4.4, 4.5)

Demonstrate knowledge of basic principles of chemistry and some of their applications to the understanding of living systems.

4.3. Demonstrate knowledge of molecular interactions.

Examples:

- Distinguish between ionic interactions, van der Waals interactions, hydrogen bonding, and hydrophobic interactions.
- Apply this knowledge to understanding of the structures of macromolecules, liquids (especially water), and solids.
- Apply this knowledge to understanding of biological macromolecules and biological assemblies, such as membranes.

4.4. Demonstrate knowledge of thermodynamic criteria for spontaneity of physical processes and chemical reactions and the relationship of thermodynamics to chemical equilibrium.

Examples:

- Apply the concepts of acid-base equilibria.
- Apply the concepts of equilibrium electrochemistry and of concentration cells.
- Apply understanding of these concepts to biochemical processes, such as metabolism, photosynthesis, and electrochemical processes in cell membranes.

4.5. Demonstrate knowledge of principles of chemical reactivity to explain chemical kinetics and derive possible reaction mechanisms.

Examples:

- Explain how measurements of reaction rates lead to the determination of rate laws.
- Explain the temperature dependence of reaction rates.
- Apply understanding of these concepts to predict biochemical processes, such as enzyme catalysis.

Competency E5 (E5.1, 5.2)

Demonstrate knowledge of how biomolecules contribute to the structure and function of cells.

5.1. Demonstrate knowledge of the structure, biosynthesis, and degradation of biological macromolecules.

Examples:

- Identify the major macromolecules (proteins, nucleic acids, carbohydrates, and lipids) and explain the way in which their structure affects their properties.
- Explain how hydrophobicity and hydrophilicity drive molecular association and contribute to both specificity and affinity.
- Explain how protein, nucleic acid, carbohydrate, and lipid degradation and recycling are essential to normal cell function.

5.2. Demonstrate knowledge of the principles of chemical thermodynamics and kinetics that drive biological processes in the context of space (i.e., compartmentation) and time: enzyme-catalyzed reactions and metabolic pathways, regulation, integration, and the chemical logic of sequential reaction steps.

Examples:

- Distinguish different types of enzyme control, such as feedback, competitive and noncompetitive inhibition, and allosteric effects.
- Explain how membrane gradients and electron transport act to generate and store energy.
- Explain how glucose transport across epithelia depends on the sodium concentration gradient.
- Describe the role of the Na-K-ATPase in the maintenance of the resting membrane potential of cells.
- Explain how energy stored in ATP is transduced by motor proteins to produce movement.

Competency E6 (E6.1-6.4)

Apply understanding of principles of how molecular and cell assemblies, organs, and organisms develop structure and carry out function.

6.1. Employ knowledge of the general components of prokaryotic and eukaryotic cells, such as molecular, microscopic, macroscopic, and three-dimensional structure, to explain how different components contribute to cellular and organismal function.

Examples:

- Describe how the internal organization of a cell changes as it begins cell division.
- Describe how proteins are targeted to different compartments in eukaryotic cells.
- Describe the role of the cytoskeleton in amoeboid movement of cells.

6.2. Demonstrate knowledge of how cell–cell junctions and the extracellular matrix interact to form tissues with specialized function.

Examples:

- Describe the structure and explain how gap junctions and other forms of cell–cell interfaces facilitate communication between cells.
- Explain how myelinated axons accelerate the conduction of action potentials as compared to unmyelinated axons.
- Explain how variations in cell–cell junctions influence the permeability of epithelial tissues to solutes and water.

6.3. Demonstrate knowledge of the mechanisms governing cell division and development of embryos.

Examples:

- Explain why and how only maternal mitochondria are passed to the embryo.
- Explain how abnormal processes in meiosis gives rise to genetic anomalies, such as trisomy 21, Turner's (X) syndrome, and Klinefelter's (XXY) syndrome.
- Describe the chemical signaling that controls normal cell division and apoptosis.
- Explain the hormonal basis for the menstrual cycle in humans.

6.4. Demonstrate knowledge of the principles of biomechanics and explain structural and functional properties of tissues and organisms.

Examples:

- Apply understanding of force and torque to explain why small differences in muscle insertion make a significant difference in the speed and force created by limb movement.
- Explain the role of motor proteins in contraction and cellular movement.
- Explain the physics of how blood movement and pressure are affected by vessel diameter.

Competency E7 (E7.1-7.3)

Explain how organisms sense and control their internal environment and how they respond to external change.

7.1. Explain maintenance of homeostasis in living organisms by using principles of mass transport, heat transfer, energy balance, and feedback and control systems.

Examples:

- Explain the role of CO₂ in the maintenance of pH homeostasis.
- Explain the mechanisms by which cells maintain cell volume in the face of changing extracellular osmolarity.
- Explain an example of how pumps move substrates and fluids within the body, or between the internal and external environments.
- Explain how the competing needs to exchange gases and retain water are met in terrestrial organisms.

7.2. Explain physical and chemical mechanisms used for transduction and information processing in the sensing and integration of internal and environmental signals.

Examples:

- Explain how altering ion channel permeability contributes to electrical signaling within and

between cells.

- Describe how chemoreceptors sense and transduce various chemical signals from the internal and external environments.
- Explain how organisms sense and adapt to a change in environmental temperature.
- Explain the role of both the nervous system and endocrine system in maintaining blood glucose levels.

7.3. Explain how living organisms use internal and external defense and avoidance mechanisms to protect themselves from threats, spanning the spectrum from behavioral to structural and immunologic responses.

Examples:

- Describe how the immune system differentiates between self and non-self.
- Explain why the digestive tract has the largest amount of immune tissue.
- Explain how adrenal hormones affect behavior in fight-or-flight situations.

FOUR YEAR OUTCOME OBJECTIVES

The BIOL441 Human Physiology Course specifically addresses a number of four-year outcome objectives within the three categories of knowledge (1a, 1b,1c), clinical skills (2a, 2c, 2e, 2f, 2g, 2i, 2l) and professional attitudes (3b, 3c, 3d, 3e, 3g, 3h, 3i) of the Doctor of Medicine Program of St George's University School of Medicine:

1. Medical Knowledge

- a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
 - i. The knowledge of normal structure, function, physiology and metabolism at the levels of the whole body, organ systems, cells, organelles and specific biomolecules including embryology, growth and development
 - ii. The principles of normal homeostasis including molecular and cellular mechanisms.
 - iii. The etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results, imaging investigations and causes of

common and important diseases conditions.

- b. Incorporate the impact of factors including psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients as well as their impact on families and caregivers.
- c. Utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease based on cellular and molecular mechanisms of action and clinical effects. Identify and explain factors that govern therapeutic interventions such as clinical and legal risks, benefits, cost assessments, age and gender.
- d. Apply the theories and principles that govern ethical decision making in the management of patients.
- e. Evaluate and apply clinical and translational research to the care of patient populations.

2. Clinical Skills

- a. Communicate effectively with patients, their families and members of the health care team.
- b. Obtain a comprehensive and/or focused medical history on patients of all categories.
- c. Perform physical and mental status examinations on patients of all categories appropriate to the patient's condition.
- d. Document pertinent patient health information in a concise, complete and responsible way.
- e. Select appropriate investigations and interpret the results for common and important diseases and conditions.
- f. Recognize and communicate common and important abnormal clinical findings.
- g. Develop a problem list and differential diagnosis based on the history, physical findings and initial investigations.
- h. Apply effective problem solving strategies to patient care.
- i. Perform routine and basic medical procedures.

- j. Provide patient education with respect to health problems and maintenance.
- k. Identify individuals at risk for disease and select appropriate preventive measures.
- l. Recognize life threatening emergencies and initiate appropriate primary intervention.
- m. Outline the management plan for patients under the following categories of care: preventive, acute, chronic, emergency, end of life, continuing and rehabilitative.
- n. Continually reevaluate management plans based on the progress of the patient's condition and appraisal of current scientific evidence and medical information

3. Professional Attitude

- a. Establish rapport and exhibit compassion for patients and families and respect their privacy, dignity and confidentiality.
- b. Demonstrate honesty, respect and integrity in interacting with patients and their families, colleagues, faculty and other members of the health care team.
- c. Be responsible in tasks dealing with patient care, faculty and colleagues including healthcare documentation.
- d. Demonstrate sensitivity to issues related to culture, race, age, gender, religion, sexual orientation and disability in the delivery of health care.
- e. Demonstrate a commitment to high professional and ethical standards.
- f. React appropriately to difficult situations involving conflicts, nonadherence and ethical dilemmas.
- g. Demonstrate a commitment to independent and lifelong learning including evaluating research in healthcare.
- h. Demonstrate the willingness to be an effective team member and team leader in the delivery of health care.
- i. Recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation.

BIOL 441 PHYSIOLOGY COURSE OBJECTIVES

Through consistent and proactive participation during the activities and exercises presented in this course, a student should be able to:

- Understand and describe the relationship between the structure and function of the molecules, cells, tissues, organs, and systems underlying normal human

physiology.

- Understand and describe the vital molecules, structures, and conditions necessary for normal physiological function and preservation of homeostasis.
- Understand and describe how vital molecules and energy are stored, transported and utilized in physiological processes.
- Understand and describe the mechanisms through which information is sensed, generated, transferred, and targeted to allow the human body to adapt changing conditions, regulate physiological function, and maintain homeostasis.
- Understand the principles of physiology underlying select clinical and diagnostic tests, interpret their results, and apply this information to analyze normal and abnormal physiologic states.
- Analyze and discuss the physiological elements, conditions, and mechanisms and that distinguish abnormal from normal (i.e. diseased vs healthy) physiological conditions, and apply this analysis to principles of medicine.
- Develop communication techniques to critically evaluate and discuss medical cases effectively.
- Cultivate essential interpersonal skills during collaborative activities.
- Demonstrate professional behavior appropriate for the setting, activity, and audience.

Block 1 – Cell and Tissue Physiology (CTP): Homeostasis, excitable tissues, Muscle & Intro to Nervous system

H O M E O S T A S I S

1. Explain the principles of positive feedback and feed forward control of hormone secretion.
2. Given the body weight and percent body fat,
 - a. total body water
 - b. lean body mass
 - c. extracellular fluid volume
 - d. intracellular fluid volume
 - e. blood volume
 - f. plasma volume.

Identify normal extracellular fluid (plasma) osmolarity and concentrations of Na⁺, K⁺, Cl⁻

, HCO₃⁻, proteins, creatinine, and urea, and contrast these values with those for intracellular fluids.

3. Using the volumes/compartments identified in Homeostasis Objective 2, contrast the movement between intracellular and extracellular compartments caused by increases or decreases in extracellular fluid osmolality

EXCITABLE TISSUES

1. Describe the ionic basis of each of the following local graded potentials: excitatory post synaptic potential (EPSP), inhibitory post synaptic potential (IPSP), end plate potential (EPP) and a receptor (generator) potential.
2. Contrast the generation and conduction of graded potentials (EPSP and IPSP) with those of action potentials.
3. On a diagram of a motor neuron, indicate where you would most likely find IPSP, EPSP, action potential trigger point, and release of neurotransmitter.
4. On a diagram of a sensory neuron, indicate where you would most likely find receptor potential or generator potential, action potential trigger point, and release of neurotransmitter.
5. Describe the cutaneous and proprioceptive mechanoreceptors and their function: Pacinian corpuscles, Meissner's corpuscles, Ruffini endings, Merkel cell, A-delta and C free nerve endings, Golgi tendon organ, muscle spindle.
6. Distinguish between an endplate potential and an action potential in skeletal muscle.

MUSCLE PHYSIOLOGY

FUNCTIONAL MUSCLE HISTOLOGY

1. Draw and label skeletal muscle at all anatomical levels, from the whole muscle to the molecular components of the sarcomere. At the sarcomere level, include at least two different stages of myofilament overlap.

NEUROMUSCULAR JUNCTION

2. Draw the structure of the neuromuscular junction.
3. List in sequence the steps involved in neuromuscular transmission in skeletal muscle and point out the location of each step on a diagram of the neuromuscular junction
4. Distinguish between an endplate potential and an action potential in skeletal muscle.

EXCITATION-CONTRACTION COUPLING

5. List the steps in excitation-contraction coupling in skeletal muscle, and describe the roles of the sarcolemma, transverse tubules, sarcoplasmic reticulum, thin filaments, and calcium ions

SLIDING FILAMENT AND CROSS BRIDGE

6. Diagram the chemical and mechanical steps in the cross-bridge cycle, and explain how the cross bridge cycle results in shortening of the muscle.
7. Explain the relationship of preload, afterload and total load in the time course of an isotonic contraction
8. Distinguish between an isometric and isotonic contraction.
9. Identify the multiple sources, localization, and roles of calcium in muscle contraction and relaxation.
10. Draw the length versus force diagram for muscle and label the three lines that represent passive (resting), active, and total force. Describe the molecular origin of these forces in the three muscle types.
11. Compare the structure and regulation of the contractile units found in smooth vs striated muscle.
12. Explain why smooth muscles can develop and maintain force with a much lower rate of ATP hydrolysis than skeletal muscle

NEUROPHYSIOLOGY

NEUROANATOMY

1. Describe the organization of the nervous system
2. List the general functions of the nervous system
3. Identify the different cell types in the nervous system
4. Define, and identify on a diagram of a motor neuron, the following regions: dendrite axon, axon hillock, soma, and an axodendritic synapse.
5. Describe the production, flow and absorption of CSF (CEREBROSPINAL FLUID)
6. Identify the spinal cord as part of CNS
7. Identify grey and white matter; dorsal, ventral and intermediate regions of the spinal cord and define the major function of each

BLOCK 2 – Systems 1: Neurophysiology, Autonomic Nervous, & Cardiovascular Systems

NEUROPHYSIOLOGY, FUNCTIONAL NEUROPHYSIOLOGY

SOMATOSENSORY SYSTEM

1. Describe the cutaneous and proprioceptive mechanoreceptors and their function: Pacinian corpuscles, Meissner's corpuscles, Ruffini endings, Merkel cell, A-delta and C free nerve endings, Golgi tendon organ, muscle spindle.
2. Define the terms receptor sensitivity, receptor specificity, and receptive field. Correlate these definitions with the types of receptors transmitting information to the Dorsal Column-Medial Lemniscus system and to the spino-thalamic system, respectively.
3. List the receptors and afferent nerve fibers that subserve vibration, discriminative touch, joint position sense, thermoreception and nociception.
4. Define rapidly and slowly adapting sensory reception and correlate these with the types of sensory receptors serving the Dorsal Column-Medial Lemniscus system and the spinothalamic system, respectively.
5. Describe the steps in sensory transduction and action potential generation at a mechanoreceptor and at a nociceptor.
6. Trace the borders of the dermatomes.
7. Define the concept of a somatosensory receptive field and explain how dermatomes and receptive fields are related.
8. Explain how the peripheral innervation density is related to receptive field size.
9. Define two-point discrimination and tell how it is related to peripheral innervation density and receptive field size.
10. Discuss what is meant by the Fine Touch System and be able to trace its connections to the cerebral cortex.
11. Discuss what is meant by the Pain/Temperature/Coarse Touch System and be able to trace its connections to the cerebral cortex.
12. Describe how afferent surround inhibition improves spatial two-point discrimination.

MOTOR

13. Identify motor cortex and motor association cortex and their roles in movement

and speech

14. Identify cerebellum as part of CNS and its roles in regulating movement
15. Describe the functions of the medial and lateral motor pathways. Describe their origins and terminations within the spinal cord.
16. Describe the effects of lesions in the medial and lateral descending motor pathway
17. Describe the various types of reflexes
18. Describe some disorders affecting movement.

AUTONOMIC NERVOUS SYSTEM

19. Define the sympathetic and parasympathetic systems.
20. Differentiate the components of the sympathetic and parasympathetic systems.
21. Contrast the functions of the sympathetic and parasympathetic systems.
22. Compare and contrast terms and concepts related to the sympathetic and parasympathetic systems, including: the central location of cell body of origin, number of synapses between CNS and effector organs, degree of myelination, and general effects on target tissues.
23. Describe the synaptic characteristics, receptors, and neurotransmitters for the parasympathetic and sympathetic division of the ANS.
24. Describe the ANS signaling mechanism and the effects of sympathetic and parasympathetic stimulation of lungs, heart, arteries, and veins; gastrointestinal function; renal function; and sexual function.
25. Understand the pharmacological action of Sympathetic and Parasympathetic drugs, giving examples of each.

AUDITORY AND VESTIBULAR SYSTEM

26. Describe the function of the outer, middle and inner ear, listing in order the mechanical structures over which sound energy is transmitted to auditory receptors
27. Explain how hair cells convert sound energy into an action potential
28. Explain the frequency analysis performed by the basilar membrane with reference to its physical structure
29. Explain how deformations of the basilar membrane relate to the intensity of sound perceived are converted to action potentials in auditory nerve fibers

30. Describe what is bone conduction
31. Explain how vestibular apparatus provides information about movement and position
32. Describe the pathways from ears to auditory cortex and cerebellum

VISION

33. Describe the refraction of light as it passes through the eye to the retina
34. Describe the pathways for vision
35. Describe the process of accommodation, contrasting the refraction of light by the lens in near and far vision
36. Describe the refractive deficits that account for myopia, hyperopia and their correction by glasses or contact lenses
37. Explain the differing light sensitivities of the fovea and optic disc
38. List and compare the functional properties of scotopic and photopic vision
39. Contrast the transduction process for rods and cones
40. Describe the functional properties of ON- and OFF- bipolar cells
41. Describe the functional properties of antagonistic center-surround receptive fields of retinal ganglion cells
42. Predict the visual field deficits resulting from the following lesions in the visual pathway:
43. optic nerve, optic chiasm, optic tract, LGN (in thalamus), primary visual cortex

CARDIOVASCULAR PHYSIOLOGY

CARDIAC CYCLE

1. Draw, in correct temporal relationship, the pressure, volume, heart sound, and ECG changes in the cardiac cycle. Identify the intervals of isovolumetric contraction, rapid ejection, reduced ejection, isovolumetric relaxation, rapid ventricle filling, reduced ventricular filling and atrial contraction.
2. Know the various phases of ventricular systole and ventricular diastole. Contrast the relationship between pressure and flow into and out of the left and right ventricles during each phase of the cardiac cycle.
3. Know the factors that contribute to the formation of turbulent flow.
4. Describe the timing and causes of the four heart sounds.

5. Define arterial systolic, diastolic, mean arterial, and pulse pressure and identify them on a Wigger's diagram

CARDIAC ELECTROPHYSIOLOGY

6. Sketch a typical action potential in a ventricular muscle and a pacemaker cell. Describe how ionic currents contribute to the four phases of the cardiac action potential. Use this information to explain differences in shapes of the action potentials of different cardiac cells.
7. Explain what accounts for the long duration of the cardiac action potential and the resultant long refractory period. What is the advantage of the long plateau of the cardiac action potential and the long refractory period?
8. Beginning in the SA node, diagram the normal sequence of cardiac activation (depolarization).
9. Explain why the AV node is the only normal electrical pathway between the atria and the ventricles, and explain the functional significance of the slow conduction through the AV node. Describe factors that influence conduction velocity through the AV node.
10. Name the parts of a typical bipolar (Lead II) ECG tracing and explain the relationship between each of the waves, intervals, and segments in relation to the electrical state of the heart.

VENTRICULAR FUNCTION

11. State the steps in excitation-contraction coupling in cardiac muscle. Outline the sequence of events that occurs between the initiation of an action potential in a cardiac muscle cell and the resulting contraction and then relaxation of that cell. Provide specific details about the special role of calcium in the control of contraction and relaxation of cardiac muscle.
12. Describe the role of Starling's Law of the Heart in keeping the output of the left and right ventricles equal.
13. Draw a ventricular pressure-volume loop and on it label the phases and events of the cardiac cycle (ECG, valve movement).
14. Define ejection fraction and be able to calculate it from end diastolic volume, end systolic volume, and/or stroke volume. Predict the change in ejection fraction that would result from a change in a) preload, b) afterload, and c)

contractility.

15. Construct a vascular function curve. Predict how changes in total peripheral resistance, blood volume, and venous compliance influence this curve.

PRESSURE REGULATION

16. List the anatomical components of the baroreceptor reflex.
17. Explain the sequence of events in the baroreflex that occur after an acute increase or decrease in arterial blood pressure.
18. Explain the sequence of events mediated by cardiopulmonary (volume) receptors that occur after an acute increase or decrease in arterial blood pressure and in central venous pressure.
19. Contrast the relative contribution of neural and renal mechanisms in blood pressure and blood volume regulation.
20. Describe the release, cardiovascular target organs, and mechanisms of cardiovascular effects for angiotensin, atrial natriuretic factor, bradykinin, and nitric oxide.

MICROCIRCULATION AND HEMODYNAMICS

21. Be able to differentiate between flow and velocity in terms of units and concept.
22. Understand the relationship between pressure, flow, and resistance in the vasculature and be able to calculate for one variable if the other two are known. Apply this relationship to the arteries, arterioles, capillaries, venules, and veins. Explain how blood flow to any organ is altered by changes in resistance to that organ.
23. Define autoregulation of blood flow. Distinguish between short-term and long-term autoregulatory responses and the mechanisms responsible for each.
24. Identify the role of PO₂, PCO₂, pH, adenosine, and K⁺ in the metabolic control of blood flow to specific tissues.
25. Understand the relationship between flow, velocity, and cross-sectional area and the influence vascular compliance has on these variables.
26. Differentiate the following terms: osmotic pressure, oncotic pressure, and hydrostatic pressure, as they pertain to movement across the endothelium of the capillaries.

27. Define the Starling equation and discuss how each component influences fluid movement across the capillary wall

SPECIAL CIRCULATIONS

28. Discuss the interaction of a) intrinsic (local), b) neural, and c) humoral control mechanisms and contrast their relative dominance in the CNS, coronary, splanchnic, renal, cutaneous, and skeletal muscle vascular beds.
29. Describe the phasic flow of blood to the ventricular myocardium through an entire cardiac cycle.
30. Contrast the local and neural control of the splanchnic circulation.
31. Contrast the local and neural control of cerebral blood flow. Discuss the relative importance of O₂, CO₂, and pH in regulating cerebral blood flow.

Block 3 – Systems 2: Pulmonary & Gastrointestinal

RESPIRATORY PHYSIOLOGY

THE BREATHING CYCLE

1. Diagram how pleural pressure, alveolar pressure, airflow, and lung volume change during a normal quiet breathing cycle or a deep breathing cycle with forced expiration. Identify on the figure the onset of inspiration, cessation of inspiration, and cessation of expiration. Describe how differences in pressure between the atmosphere and alveoli cause air to move in and out of the lungs.
2. Identify the forces that generate the negative intrapleural pressure when the lung is at functional residual capacity, and predict the direction that the lung and chest wall will move if air is introduced into the pleural cavity (pneumothorax).

MECHANICS

3. Draw a normal pulmonary pressure-volume (compliance) curve (starting from residual volume to total lung capacity and back to residual volume), labeling the inflation and deflation limbs. Explain the cause and significance of the hysteresis in the curves.
4. Define compliance and identify two common clinical conditions in which lung compliance is higher or lower than normal. Explain how compliance changes

- observed with an obstructive or restrictive disease alter the work of breathing.
5. Identify the forces that generate the negative intrapleural pressure when the lung is at functional residual capacity, and predict the direction that the lung and chest wall will move if air is introduced into the pleural cavity (pneumothorax).

MEASUREMENT OF LUNG VOLUMES AND CAPACITIES

6. Define the factors that determine total lung capacity, functional residual capacity, and residual volume. Describe the mechanisms responsible for the changes in those volumes that occur in patients with emphysema and pulmonary fibrosis.
7. Describe the effects of airway diameter and turbulent flow on airway resistance.
8. Draw a spirogram resulting from a maximal expiratory effort. Label the forced vital capacity (FVC), timed forced expiratory volumes (FEVs), and the maximal expiratory flow rate between 25-75% of FVC (FEF_{25-75%}). Describe the mechanical forces that contribute to these pulmonary function indexes (also RV, FRC and TLC) and how they change with obstructive or restrictive disease.
9. Differentiate between the two broad categories of restrictive and obstructive lung disease, including the spirometric abnormalities associated with each category.

VENTILATION AND GAS DIFFUSION

10. Define partial pressure and fractional concentration as they apply to gases in air. List the normal fractional concentrations and sea level partial pressures for O₂, CO₂ and N₂.
11. List the normal airway, alveolar, arterial, and mixed venous PO₂ and PCO₂ values. List the normal arterial and mixed venous values for O₂ saturation, [HCO₃⁻], and pH.
12. Describe in quantitative terms the effect of ventilation on PCO₂ according to the alveolar ventilation equation.
13. Name the factors that affect diffusive transport of a gas between alveolar gas and pulmonary capillary blood.

OXYGEN AND CARBON DIOXIDE TRANSPORT

14. Define oxygen partial pressure (tension), oxygen content, and percent hemoglobin saturation as they pertain to blood.
15. Draw an oxyhemoglobin dissociation curve (hemoglobin oxygen equilibrium curve) showing the relationships between oxygen partial pressure, hemoglobin saturation, and blood oxygen content. On the same axes, draw the relationship between PO₂ and dissolved plasma O₂ content (Henry's Law). Compare the relative amounts of O₂ carried bound to hemoglobin with that carried in the dissolved form.
16. Describe how the shape of the oxyhemoglobin dissociation curve influences the uptake and delivery of oxygen.
17. Define P₅₀.
18. Show how the oxyhemoglobin dissociation curve is affected by changes in blood temperature, pH, PCO₂, and 2,3-DPG, and describe a situation where such changes have important physiological consequences.

CONTROL OF BREATHING

19. Identify the regions in the central nervous system that play important roles in the generation and control of cyclic breathing.
20. List the anatomical locations of chemoreceptors sensitive to changes in arterial PO₂, PCO₂, and pH that participate in the control of ventilation. Identify the relative importance of each in sensing alterations in blood gases.
21. Describe how changes in arterial PO₂ and PCO₂ alter alveolar ventilation, including the synergistic effects when PO₂ and PCO₂ both change.
22. Describe the mechanisms for the shift in alveolar ventilation that occur immediately upon ascent to high altitude, after remaining at altitude for two weeks, and immediately upon return to sea level.

ENDOCRINE PHYSIOLOGY

GENERAL CONCEPTS

1. Define the endocrine system
2. Compare hormones to neurotransmitters and neurohormones
3. Compare and contrast the three major chemical classes of hormones in terms

of their a) storage and release; b) transport in blood; and c) action at the cell

4. Discuss how hormone release is controlled
5. Describe hormonal breakdown
6. Describe endocrine disorders

PITUITARY

7. List the hormones released from the Posterior Pituitary
8. Discuss the control of hormonal release
9. Discuss the actions of the hormones in the body
10. List the hormones released from the Anterior Pituitary
11. Discuss the control of hormonal release
12. Discuss the actions of the hormones in the body
13. Describe the hypothalamic pituitary axis

ADRENAL GLAND

14. List the regions of the adrenal gland and the hormones released
15. Discuss the stimulus for release, cellular actions, body actions and regulation of aldosterone, cortisol and the sex hormones
16. Describe the renin-angiotensin system

THYROID HORMONE

17. List the two thyroid hormones
18. Discuss thyroid hormone synthesis
19. Discuss the stimulus for release, cellular actions, body actions and regulation of the thyroid hormones

PARATHYROID HORMONE

20. Discuss the function of calcium in the body
21. Describe how PTH and Vitamin D3 maintain calcium homeostasis
22. Discuss the stimulus for release, cellular actions, body actions and regulation of PTH and Vitamin D3

ENDOCRINE PANCREAS

23. Discuss the importance of the anatomy of the pancreas to hormone release
24. Discuss the control of hormonal release

25. Discuss the cellular actions of the hormones
26. Discuss the actions of the hormones in the body
27. Describe the relationship between insulin and glucagon and glucose homeostasis
28. Describe the pathophysiology of Type 1 Diabetes mellitus

MALE REPRODUCTIVE

29. Describe spermatogenesis
30. Hormonal control of male reproductive physiology
31. Functions of testosterone
32. The role of the accessory organs

FEMALE REPRODUCTIVE

33. Changes in the follicle over the ovarian cycle
34. Changes in hormone levels throughout the ovarian cycle
35. The uterine cycle
36. Puberty and menopause
37. Birth

PARTURITION AND LACTATION

38. Understand how labor is initiated
39. Discuss the hormonal control of childbirth
40. Discuss the hormonal control of lactation

Block 4 – Systems 3: Renal & Endocrine Systems

RENAL PHYSIOLOGY

THE KIDNEY: STRUCTURE, FUNCTION, & REGULATION

1. List the basic functions of the kidneys
2. List and identify the structures of the nephron and associated vasculature
3. Discuss filtration and the factors that affect filtration
4. Discuss reabsorption, secretion and the different mechanisms involved in both processes giving examples
5. Discuss the tubuloglomerular feedback mechanism and the renin- angiotensin

II- aldosterone system

6. Discuss the various hormones involved in concentrating and diluting urine

ACID-BASE STATUS AND PH REGULATION

7. Define acidosis and alkalosis
8. Discuss how chemical buffers regulate pH
9. Discuss how the pulmonary system regulates pH
10. Discuss how the kidney regulates pH
11. Be able to diagnose an acid-base imbalance
12. Describe processes that lead to acid base disturbances and list common cause
13. Define base excess (or deficit) and anion gap
14. Explain what is meant by primary and secondary acid base disturbances using the concept of “compensation”
15. From blood values, identify simple and mixed metabolic and respiratory acid base disturbances

GASTROENTEROLOGY PHYSIOLOGY

FUNCTIONS AND REGULATION OF GI TRACT

1. Identify the sources and typical amounts of fluid and nutrients entering and leaving the gastrointestinal tract daily
2. For major classes of nutrients (carbohydrates, proteins, fats), differentiate the processes of ingestion, digestion, absorption, secretion, and excretion; include the location in the GI tract where each process occurs.
3. Describe the functions of splanchnic blood flow in sustaining intestinal viability and as a source/sink for material transported across the GI tract epithelium.
4. Know how afferent and efferent extrinsic nerves (sympathetic and parasympathetic) interact with the enteric nervous system and regulate the functions of the GI track.
5. Understand the neural circuitry driving major GI reflexes and the neural pathways and neurotransmitters that accomplish reflex control of GI functions.
6. Compare and contrast the regulation of gut function by nerves, hormones, and paracrine regulators.

SALIVARY GLANDS

7. Describe the volume and composition of salivary fluid coming from major salivary glands
8. Describe the physiological function of the components of saliva.
9. State the components of the saliva important in oral hygiene

ESOPHAGUS

10. Describe the afferent neuro-muscular pathways activated to initiate swallowing, the motor pathways and general targets for innervation that accomplish the swallowing reflex, and major nuclei of in the brain stem that integrate these afferent inputs.
11. Understand the differences in the neural and muscular composition and function in the upper versus lower esophagus. Explicitly consider the upper and lower esophageal sphincters.
12. Describe the dynamic pressure changes that occur in the regions of the esophagus after initiation of the swallowing reflex and how these pressure changes would propel a bolus of food from the mouth to the stomach.

STOMACH

13. Describe the storage, digestion, and motility roles of the stomach
14. Identify the proteins secreted into the gastric lumen by chief cells, parietal cells, and mucous cells. Contrast the functions and regulation of these secretions.
15. Identify the gastric cell types secreting gastrin, somatostatin, histamine, and gastrin releasing peptide. Describe the stimuli that promote and inhibit release of these peptides, and their cellular targets.
16. Describe the role of HCl in the gastric digestion of carbohydrates and protein, and how pepsinogen is activated
17. List the stomach cell types and secreted substances that contribute to regulation of gastric acid secretion via paracrine, hormonal, and neuroendocrine pathways. Understand the integrated feedback regulation of acid secretion via these pathways during a meal
18. List the mechanisms contributing to gastric mucosal defense and how they can be compromised by drugs or pathogens.

HEPATOBIILIARY

19. Describe the mechanisms whereby the gall bladder concentrates bile, and the endocrine mechanism stimulating gall bladder contraction and the secretion of bile through the sphincter of Oddi into the small intestine.
20. Describe the amphipathic structure of bile salts, and describe how this property assists the solubilization and digestion of fats.

SMALL INTESTINE

21. Describe the sequential digestion of ingested proteins by gastric pepsin, pancreatic enzymes, and enzymes at the intestinal apical membrane. Make sure to include the role of duodenal enteropeptidase.
22. Compare the membrane transport mechanisms responsible for uptake of sugars, aminoacids and di-peptides by intestinal epithelial cells.
23. Describe the mechanisms and molecules mediating the solubilization and digestion of lipids in the small intestine.
24. Describe the location and the mechanisms that mediate the intestinal trans-epithelial movement of water, the major electrolytes, iron and calcium.

LARGE INTESTINE

25. Describe the mechanisms, localization and regulation of colonic sodium absorption.
26. Describe the mechanisms mediating colonic bicarbonate and potassium transport.
27. Describe the role of dietary fiber in promoting colonic motility.

GASTROINTESTINAL MOTILITY AND ENTERIC NERVOUS SYSTEM

28. Describe the characteristics of the spontaneous and stimulated electrical activity of GI smooth muscles
(electrical slow waves, action potentials, and contraction).
29. Describe the anatomical locations and role of interstitial cells of Cajal as slow wave pacemakers and mediators of inputs from the enteric nervous system.
30. Describe major motor patterns in the GI tract and their functions during fasting (migrating motor complex or MMC) and during digestion
31. Describe the role of colonic motility in facilitating the recovery of water and electrolytes.

32. Describe the function of colonic motility, in mediating formation of haustra and haustral shuttling, mass movements through the transverse and distal colon, and defecation.
33. Describe the sequence of events in the colon and anal sphincters occurring during reflexive defecation, differentiating those movements under voluntary control and those under autonomic control.

SECTION C: APENDICES

Inappropriate -j		Appropriate -j		Inappropriate -j	
Too Little				Too Much	
		O	D	D	O
RESPECTABILITY/RELIABILITY/ACCOUNTABILITY					
Trustworthiness	Displays positive status; maintains resources tactfully; plugs untruths, obscures, lies D	D	Displays honestly, forthrightly, and tactfully D	D	Displays insensitively and tactlessness D
Adherence to Ethical Principles	Engages in unethical behavior (e.g., accepts inappropriate gifts, violates professional boundaries, stows, engages in fraudulent behavior) in colleagues D	D	Models ethical behavior; or reports inappropriate behavior in colleagues D	D	Appears self-righteous; displays intolerance; always finds fault; appears overly critical D
Punctuality	Is late; misses deadlines D	D	Is punctual; meets deadlines D	D	Emphasizes timeliness at the expense of thoroughness D
Compliance	Ignores policies, procedures, rules, regulations, misses required sessions D	D	Follows policies, procedures, rules, regulations, attends required sessions D	D	Displays inflexibility; rigidly adheres to the minutiae of organizational systems D
Accountability	Avoids responsibility and work D	D	Appropriately assumes responsibility; asks for help when necessary D	D	Assumes too much responsibility; displays inability/ unwillingness to delegate D
Feedback	Makes excuses; displaces blame; resists feedback; appeals reflexively D	D	Admits errors; seeks and incorporates feedback D	D	Appears afraid to act for fear of making errors; blames others inappropriately; requires constant reassurance and feedback D
IMAGE/SPEECH/POSTURE (e.g., "Vile gestures, lithe, and administrative")					
Appearance	Displays poor hygiene; wears dirty, sloppy clothes D	D	Maintains neat personal appearance D	D	Appears to dress to attract attention to himself, although neat, clean, and appropriate for the occasion D
Interactions	Appears insecure and unable to act independently D	D	Respects authority and other professionals; appears appropriately confident in presence D	D	Appears arrogant, overconfident, and demurring D

Advisory Committee : Professionalism Assessment Form

Teamwork	Does not participate		Works well with others		Appears dominant, authoritarian, uncooperative, and overbearing
ALTRUISM					
Concern for others	Concern for self appears to supercede concern for others; appears unwilling to extend		Shows appropriate concern for others; goes "the extra mile" without thought of reward		Appears selfless to point of taking needless risks; over- extends self to own detriment
EMPATHY					
Compassion	Exhibits little compassion for others; at times, appears cold, indifferent		Can put self "in others' shoes," but still maintains objectivity		Appears emotionally over-responsive and unduly empathic, resulting in an inability to be objective
COMMITMENT TO EXCELLENCE					
Goal-setting	Appears aimless and educationally adrift		Sets and achieves realistic goals		Sets unachievable goals
Motivation	Sets low standards of achievement; appears complacent		Seeks additional knowledge and skills; strives for		Appears overly competitive and perfectionistic
RESPECT FOR PATIENTS					
Relationships	Appears disrespectful and insensitive to patients (beliefs, opinions, gender, race, culture,		Demonstrates respect for, and sensitivity to, patients (beliefs, opinions, gender, race, culture, religion, sexual		Enables inappropriate/ unhealthy patient behavior
Confidentiality	Disregards patient confidentiality		Demonstrates and maintains sensitivity to confidential patient information		Inappropriately upholds patients* or others' right to confidentiality, putting them

* Requires written comment

For additional information, contact Robert F. Sabalis, PhD, rsabalis@aamc.org

REFERENCES

1. Medical School Objectives Project. *Report I Learning Objectives for Medical Student Education- Guidelines for Medical Schools*. Association of American Medical Colleges (AAMC), 1998.
2. Association of American Medical Colleges–Howard Hughes Medical Institute (AAMC–HHMI) *Scientific foundations for future physicians*. (AAMC–HHMI report). Association of American Medical Colleges (AAMC), 2009.
3. Robert G. Carroll, L. Gabriel Navar, & Mordecai P. Blaustein. *Medical Student Learning Objectives*. American Physiological Society (APS) and Association of Chairs of Departments of Physiology, 2012



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

BIOL460: Human Anatomy (4cr.)
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
Alena Wade, MD awade@sgu.edu	Rachael George, MD rgeorge@sgu.edu	Eward Marshall, MD emarshall@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: **Principles of Marketing**
Days and Times: Tuesday and Thursday, 1130am–12:45pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Naline Ramdeen-Joseph
Course Director Name: N/A

Course Lecturer(s) Contact Information: njoseph@sgu.edu 444 4175 Cell 4038661
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Monday- Thursday 1:00-3:30pm,
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building C and Remote
Course Director Office Location: N/A

Course Support: Mary Celestine, mcelestine@sgu.edu Ext:3863

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

COURSE CURRICULUM INFORMATION

Course Description:

This course embraces the fundamental marketing concepts reflecting the key knowledge and skills required by today's business professionals and marketing managers. It is designed to expose students to the theoretical framework, principles and practical application of marketing practices/tools and platforms in management decision making process. The course also examines the marketing mix and promotional strategies as well as the factors influencing the micro and 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 impacts the business environment
4. Assess the importance of marketing information/data (primary and secondary) to gain customer insights
5. Explain the marketing research process
6. Analyze the marketing mix the 4P's and the promotional/communication mix strategy and their role in building awareness and increasing sales
7. Discuss the role of web marketing and social marketing platforms in marketing
8. Explain the importance of ethics and social responsibility in marketing

Student Learning Outcomes:

By the end of this course students will be able to:

1. Discuss the role of marketing as a business strategy especially in planning, positioning, branding, and differentiation
2. Describe the micro and macroeconomic factors impacting the consumer and business buyer behavior
3. Apply the appropriate communication mix/promotional tools a project proposal for business or organization
4. Describe and apply technological and social marketing tools utilized in a marketing and business environment
5. Use marketing information (data quantitative and qualitative data) to make sound marketing decisions
6. Create and orally present a marketing plan for a new or existing business venture utilizing the 4's P
7. Explain the importance of ethics and social responsibility in the field of marketing

Program Outcomes Met By This Course:

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- 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.

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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: Principles of Marketing -An applied Orientation, Philip Kotler, Gary Armstrong 2006 (17th Edition) Pearson

Supplementary Readings/Resources:

Text: Marketing Management, Analysis, Planning, Implementation & Control 13th Edition – Philip Kotler

Text: Guerrilla Marketing 3rd Edition – Jay Conrad Levinson

Various websites – Links to be given by the Lecturer throughout the course

Where necessary additional reference materials will be provided during lectures. In addition to reading the materials distributed, students are expected to utilize the recommended texts. In addition, guest lecturers will also be invited to share their expertise in specific areas.

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

There will be continuous assessment throughout the semester. There will be four quizzes and a final group project. Additionally, students in groups or individually will be required to work on assignments: **essays, case studies and presentations** throughout the semester. Exams and quizzes will be composed of multiple choice, true and false and short answer questions, or essays. Questions will cover materials from the texts, lectures, and class discussions. Since students will also be graded on class attendance and participation you are expected to arrive on time and actively participate in class discussions and activities. Assignments done during the course will also contribute towards the final grade.

A Final Group Project will be given in place of a formal exam. **This should be submitted via Turnitin dropbox no later than 30th April 2021 at 7pm.**

Please note that Project Outlines must be presented to Lecturer for approval by April 5th 2021, to ensure that you are on target. You can submit earlier if you wish.

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Final Exam Project:

Assigned Groups are required to:

1. Develop **an original product/service** of your choice from local raw materials that has the potential to become a successful business venture and can be offered for sale in 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 References of final paper and must also be included in the final power point presentation.**

a) A 60-sec. television advertisement for the product or service to be launched. Students must include the following in the project: a) a concept and storyboard b) tagline and logo with all possible call- to-actions. Timing of the script and appropriate images are crucial. **Please note that no electronic/computer voice over is allowed.**

ITEM	WEIGHT	NOTES
4 Quizzes – (4x10)	40	(Individual work including Midterm Quiz and Final Quiz)
Case Studies, Essays and Class Presentations- Individual or Group	2	Group work: 2. Essays
Final Project-Group	30 (20 written and 10 oral presentation)	Group work 1.Written Project 20 marks 2.Oral Presentation of Project – 10 marks
Attendance & Class Participation	2.5	
APA Test and Exercises	2.5	
TOTAL	100	

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Course Requirements:

Assigned chapters must be read in advance and assignments completed to meet stated deadlines. Students who fail to contribute to group assignments will be awarded a zero.

Course Schedule:

Click or tap here to enter text.

Week	TOPIC and CONTENT and Review Questions	RECOMMENDED READING AND ESSAYS
1	<p>Introduction: Review of Course Syllabus and Expectations</p> <p>Marketing: Creating and Capturing Customer Value</p> <p><u>Question:</u> Why is marketing important in creating and capturing customer value and how can it impact the bottom- line of a business?</p> <ul style="list-style-type: none"> ▪ Define marketing and outline the steps in the marketing process. ▪ Explain the importance of understanding customers and the marketplace. ▪ Discuss customer relationship management and identify strategies for creating value for customers and capturing value from customers in return. 	<p>Chapter 1</p> <p>Principles of Marketing</p> <p>(Guest Speaker) Topic: The importance of marketing to one's career.</p>

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Company and Marketing Strategy: Partnering to Build Customer Relationships

Question: How can marketing work with its partners and implement strategies to create and deliver customer value?

- Explain companywide strategic planning and its four steps.
- Discuss how to design business portfolios and develop growth strategies.
- Explain marketing's role under strategic planning and how marketing works with its partners to create and deliver customer value.
- Describe the elements of a customer-driven marketing strategy and mix, and the forces that influence it.
- List the marketing management functions, including the elements of a marketing plan, and discuss the importance of measuring and managing return on marketing investment.

Analyzing the Marketing Environment

Question: How can the internal and external forces present in the firm's environment impacts its ability to serve its customers?

- Describe the environmental forces that affect the company's ability to serve its customers. (Micro and Macro environment)
- Discuss how companies can react to the marketing environment.

1st CLASS QUIZ (Chapters 1-3)

Chapter 2&3

Group work

Essay Questions

1. Briefly explain the various components of a marketing plan for a business or service giving one example of each component.

2. Utilizing any company in Grenada as an example pretend you are the company's CEO and categorize the products into logical groupings that will become your strategic business units (SBUs). Using your best judgment, allocate resources, using percentages, not dollar amounts, to each SBU (make sure the total comes to 100 percent). Give a rationale for your groupings.

(To be done by all groups for grading and deadline will be given by lecturer)

4	<p>Managing Marketing Information to Gain Customer Insights</p> <p>Question: Why is data gathering an important process for a firm to undertake as part of its strategic approach for gaining and retaining customers?</p> <ul style="list-style-type: none"> ▪ Explain the importance of information in gaining insights about the marketplace and customers. ▪ Define the marketing information system and discuss its parts. ▪ Outline the steps in the marketing research process. ▪ Explain how companies analyze and use marketing information. <p>Discuss the special issues some marketing researchers face, including public policy and ethics issues.</p>	Chapter 4
5	<p>Consumer Markets and Consumer Buyer Behavior</p> <p>Question: Why is it important for a company to understand the dynamics of both the individual and business buying behavior?</p> <ul style="list-style-type: none"> ▪ Define the consumer market and construct a simple model of consumer buyer behavior. ▪ Name the four major factors that influence consumer buyer behavior. ▪ List and define the major types of buying decision behavior and stages in the buyer decision process. ▪ Describe the adoption and diffusion process for new products. <p>Business Markets and Business Buyer Behavior</p>	Chapter 5 & 6

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	<ul style="list-style-type: none"> ▪ Define the business market and explain how business markets differ from consumer markets. ▪ Identify the major factors that influence business buyer behavior. ▪ List and define the steps in the business buying decision process. ▪ Compare the institutional and government markets and explain how institutional and government buyers make their buying decisions. 	
7	<p>Customer-Driven Marketing Strategy: Creating Value for Target Customers</p> <p><u>Question:</u> Why is it important for a company/entity to understand the concept of segmentation in relation to marketing?</p> <ul style="list-style-type: none"> ▪ Define the four major steps in designing a customer-driven marketing strategy: market segmentation, market targeting, differentiation, and positioning. ▪ List and discuss the major bases for segmenting consumer and business markets. ▪ Explain how companies identify attractive market segments and choose a market targeting strategy. ▪ Discuss how companies differentiate and position their products for maximum competitive advantage. <p>2nd CLASS QUIZ (Chapters 4-6 or 7)</p>	
3	<p>Mid – Term Exam Week</p>	
9	<p><u>Question:</u> What is branding and why is knowledge of branding important to a business and why can that influence customers?</p> <p>Products, Services, and Brands: Building Customer Value</p> <ul style="list-style-type: none"> ▪ Describe the decisions companies make regarding their individual products and 	<p>Chapters 8&9</p> <p><u>Essay or case study on branding to be given by the lecturer.</u></p> <p>(To be done by all groups for grading and deadline given by lecturer)</p>

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	<p>services, product lines, and product mixes.</p> <ul style="list-style-type: none"> ▪ Identify the four characteristics that affect the marketing of a service and the additional marketing considerations that services require. ▪ Discuss branding strategy—the decisions companies make in building and managing their brands. <p>Question: Why is the process of new product development and life cycle important to a business?</p> <p>New Product Development and Product life Cycle Strategies</p> <ul style="list-style-type: none"> ▪ Explain how companies find and develop new-product ideas. ▪ List and define the steps in the new-product development process and the major considerations in managing this process. ▪ Describe the stages of the product life cycle and how marketing strategies change during the product life cycle. ▪ Discuss two additional product issues: socially responsible product decisions and international product and services marketing. 	
10.	<p>Questions: How can pricing strategies impact the customer buying behavior?</p> <p>Pricing: Understanding and Capturing Customer Value</p> <ul style="list-style-type: none"> ▪ Explain “what is price?” and discuss the importance of pricing in today’s fast changing environment. ▪ Identify the three major pricing strategies and discuss the importance of understanding customer-value perceptions, company costs, and competitor strategies when setting prices. ▪ Identify and define the other important external and internal factors affecting a firm’s pricing 	<p>Chapter 10 & 11</p>

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	<p>decisions.</p> <p>3 rd. CLASS QUIZ (Chapters 8-11)</p>	
11	<p>Marketing Channels: Delivering Customer Value</p> <hr/> <p>Questions: Why do companies use marketing channels to get good from one place to the next when they can order their good directly?</p> <ul style="list-style-type: none"> ▪ Explain why companies use marketing channels and discuss the functions these channels perform. ▪ Discuss how channel members interact and how they organize to perform the work of the channel. ▪ Identify the major channel alternatives open to a company. ▪ Explain how companies select, motivate, and evaluate channel members. ▪ Question: Discuss the nature and importance of marketing logistics and integrated supply chain management. <p>Retailing & Wholesaling</p> <ul style="list-style-type: none"> ▪ Explain the role of retailers in the distribution channel and describe the major types of 	<p>Chapter 12 & 13</p>

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	<p>retailers.</p> <ul style="list-style-type: none"> ▪ Describe the major retailer marketing decisions. ▪ Discuss the future of retailing. ▪ Explain the major types of wholesalers and their marketing objectives. 	
12 & 13	<p>Communicating Customer Value: Integrated Marketing Communications Strategy</p> <p><u>Question:</u> Why do firms implement the integrated marketing communication strategy when they can invest in capital and other goods and be successful?</p> <p>Explain Advertising and Public Relations, Personal Selling and Sales Promotion</p> <p>Discuss when a company can implement each strategy to reap maximum benefits</p>	<p>Chapters 14-16</p> <p><u>Essay Q:</u> 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>(To be done by all Groups for grading deadline given by lecturer)</p>
14	<p>Direct, Online, Social Media, and Mobile Marketing</p> <p><u>Question:</u> Are there any advantages in using on-line marketing to increase customer value and can it impact the firm's profitability?</p> <ul style="list-style-type: none"> ▪ Direct marketing and its benefits to customers and companies ▪ The major forms of direct marketing ▪ How companies responded to the Internet and other powerful new technologies with online marketing strategies and how companies conduct online marketing to profitably deliver more value to customers <p>Creating a competitive Advantage</p>	<p>Chapter 17 & 18&19</p>

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Question: How can a firm create a competitive advantage over another? Are there benefits in trying to achieve this?

- Discuss the need to understand competitors as well as customers through competitor analysis.
- Explain the fundamentals of competitive marketing strategies based on creating value for customers.
- Illustrate the need for balancing customer and competitor orientations in becoming a truly market-centered organization.

FINAL QUIZ (Chapters to be included in quiz will be given by Lecturer)

The Global Marketplace

- Discuss how the international trade system and economic, political-legal, and cultural environments affect a company's international marketing decisions.
- Describe three key approaches to entering international markets.
- Explain how companies adapt their marketing strategies and mixes for international markets.
- Identify the three major forms of international marketing organization.

Sustainable Marketing: Social Responsibility and Ethics

- Define *sustainable marketing* and discuss its importance.
- Describe the principles of socially responsible marketing and the role of ethics

Project Presentations- (Final Exam Week)

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POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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

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

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

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

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Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on 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:

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.

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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.

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

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- 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!!

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; 1:00pm -2:15pm
Semester and Year: Spring 2021
Classroom Location: Via Zoom platform
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 9-10am & 12-1pm;
Tues, Thurs 9:30-11:00am

Course Director Office Hours: N/A

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

Course Support: 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:

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

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elements

- Describe why decision making is critical for managers in their functions of planning, organizing, leading and controlling
- Develop a strategic plan for an online business and assess its success at the completion of a business simulation
- Explain why controlling is a necessary process for management in assessing the quality and the productivity of the organization

Student Learning Outcomes:

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

- Use Case studies and written assessments to identify the manager's functions of planning, organizing, leading and controlling within any organization
- Use any of the six design elements and arrange personnel into organizational groupings
- Use a business simulation to implement a strategic plan and a financial plan and assess its effectiveness using a balance score card method of total customer satisfaction, cups sold and revenue.
- Use a business simulation to identify and assess communication problems within organizations and determine solutions
- Apply the knowledge of rationale decision making to management problems in a business simulation
- Improve skills in written and oral communication

Program Outcomes Met By This Course:

MPO-1 Ability to apply ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.

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

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Mary Coulter & Stephen P. Robbins , Management (12th Ed.). Upper Saddle River, NJ: Pearson Publishing.

Supplementary Readings/Resources: Where appropriate additional reference materials will be placed in the "Library Resources" in Sakai as well as during lectures.

Course Grading Requirement:

Quiz #1 using Examsoft	20%
Plagiarism Test	5%

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Individual 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 this site for Indiana University to complete the plagiarism test and submit your certificate via Sakai drop box. Website's URL https://plagiarism.iu.edu/plagiarism_test.htm
2. Individual Case Study- Students 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. They 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

Individual 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

Week #5

Chapter 9- Managing Strategy

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Week #6

Week #6 Tuesday Review for Quiz #1

Week #6 Thursday- Quiz #1 (Chapters 1,7.3.5 and 9)

Week #7

Online Business Simulation practice for one week during Week #7 then the real simulation begins during Week #9

Week# 8

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

Week #9 , #10, #11,

Chapter 7- Planning

Chapter 10- Fostering Entrepreneurship

Chapter 11- Foundations of Organizational Design

Chapter 2- Decision Making

Week #12, #13

Chapter 16- Communications

Chapter 17- Leadership

Week #14

Chapter 18 Foundations of Control

Quiz #2 Thursday APRIL. 22nd, 2021 (Chapter 7, 10, 11, 2, 16 and 17)

Week #15

The Simulation Written Report is due at 10am via Sakai on Tuesday of Week #15 APRIL. 20h 2021 and the Oral Presentation to be made by groups during Tuesday APRIL. 20th, 2021 and Thursday APRIL. 22nd, 2021 classes of Week #15

Week #16

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

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POLICY INFORMATION

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

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

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

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Attendance Policy:

Attendance Requirement

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

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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:

LATE SUBMISSIONS

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score.

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Classroom/Online Etiquette Procedure:

Students are required to

Come to class prepared to learn

Participate in classroom discussions

Act in ways that would be considered appropriate for a academic learning environment

Policy/Procedure Related to the Department:

Attendance: Students are expected to attend class and arrive on time 1.Cell Phones and

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

2.Disruptive Behavior: Students who are disruptive in class may be subject to disciplinary action by the Dean of Students (as stated in the Student Manual). All students deserve a

classroom environment that is free from disruption from inconsiderate behavior. Students

are required to treat their instructor and their classmates with respect . 3. Food and Beverage:

No food is permitted in class. Water is the only beverage permitted in the classroom. Water

bottles should be clear containers.

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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: Monday and Wednesday, 11:30am-12:45pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Naline Ramdeen- Joseph
Course Director Name: N/A

Course Lecturer(s) Contact Information: njoseph@sgu.edu (473) 444 4175 or Cell:4038661
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Monday- Thursday 1:00-3:30pm,
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building C and Remote
Course Director Office Location: N/A

Course Support: Mary Celestine, mcelestine@sgu.edu Ext:3863

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

COURSE CURRICULUM INFORMATION

Course Description:

This course 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 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:

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The objectives of this course are to:

1. Discuss the importance of quality customer service for the retention of internal and external customers
2. Explain the importance of quality customer service as a business strategy for success
3. Analyze quality customer service techniques and models
4. Develop attitudes to quality and value in respect of people, management and customer care
5. Demonstrate the skills required in dealing with difficult customers and solving problems
6. Analyze the importance of communication skills (verbal and non-verbal) and listening to the customer
7. Analyze practical applications and relevant case studies

Student Learning Outcomes:

Upon completion of this course students must:

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 customer 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:

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: Customer Service - A Practical Approach, 6th Ed. Elaine K. Harris, 2013. Pearson Prentice Hall

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Supplementary Readings/Resources: Text: Quality Customer Care for the Caribbean: Ben Henry
Serving Internal and External Customers: Swartzlander

Websites:

1. Customer Service Issues-

<http://www.thewritemarket.com/marketing/index.php?marketing=customer&title=Customer%20Services%20Issues>

2. Telephone Doctor- Customer services – www.telephonedoctor.com

3. Customer Service Problems and Trends-

http://www.associatedcontent.com/article/36075/customer_service_problems_and_trends.html?cat=3

4. Malcolm Baldrige National Quality Award

http://www.nist.gov/public_affairs/factsheet/mbnqa.htm

5. Walt Disney Customer Service Model

<http://winthecustomer.com/disneys-magical-service-experiences/>

In addition to the assigned text, the lecturer will distribute, and upload reading materials to generate discussion and stimulate research. Students are also expected to access the links, websites and read the case studies added at the end of each chapter. These resources support the principles and ideas presented in the chapters. Additionally, Guest Speakers will be invited to share their expertise in specific areas as outlined in the course content.

Course Grading Requirement:

There will be a pair 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, in pairs or as a group on assignments such as essays, case studies, modules, presentations and lead the discussions on certain topics and 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. (See hand out for guidelines)

Midterm Presentations are as follows:

Monday February 22nd -groups 1&2

Wednesday February 24th -Groups 3&4

Monday March 1st - Groups 5&6

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NB: Final Exam Paper

Pair (2 persons) **Assignment)**

In pairs, students are required to write an essay on a current topic of interest or current trend in relation to Customer Services and link it to one of the modules discussed in class.

Topics selected must receive approval from Lecturer.

Your essay must contain an Introduction, Content and Development of your Ideas and Arguments, a Conclusion and a Reference page will be required.

Students are required to present their final paper on 29th April, 2021. This should be submitted via Turnitin dropbox no later than 30th April 2021 at 7pm.

- Paper outlines must be presented to the Lecturer of final sign off by 1st April, 2021. **Outlines must include the opening paragraph.**

ITEM	WEIGHT%	COURSE OBJECTIVES
Final Research Paper (pair group Project)	30	Objectives 1,4-6
Mid- Term Exam (Group)	40 (20 marks for PowerPoint presentation and 20 for written paper)	Objectives 1-7
Case Study/ Essays/Class Presentations/ Forum (Essays can be assigned from presentations made from guest lecturers) Individual or Group	25	Objectives 1-7
Attendance & Class Participation	5	Objectives 4-6
TOTAL	100	

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Course Requirements:

Assigned chapters and power points must be read in advance and assignments completed to meet stated deadlines. Students who fail to contribute to group assignments will be awarded a zero.

Course Schedule:

Click or tap here to enter text.

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</p> <p><u>Chapter 1</u></p> <p>Guest Lecturer</p> <p>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 	

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	<ul style="list-style-type: none"> 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 doesn’t work -Qualities of a Professional Team player 	
Week 4	<p>PROMOTING CUSTOMER SERVICE AS A BUSINESS STRATEGY FOR CUSTOMER EXCELLENCE – Topic# 4</p> <p><u>Question:</u> 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</p> <p>System</p> <p>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	

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<p>Week 6</p>	<p>LEADERSHIP IN CUSTOMER SERVICE- Topic #5</p> <p><u>Question:</u> 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 	
<p>Week 7</p>	<p>ATTITUDE- Topic #6</p> <p><u>Question:</u> 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>	
<p>Week 8</p>	<p>Mid Term</p>	
<p>Week 9</p>	<p>MOTIVATION- Topic #7</p> <p><u>Question:</u> Are motivational programmes important in the workplace?</p> <ul style="list-style-type: none"> ▪ Motivation ▪ Self-concept ▪ Ten tips for improving self-concept ▪ Ways to say thank you and to motivate others ▪ Group Presentation on Motivational Theories 	<p>Customer Service a Practical Approach – 4 Ed. Elaine K. Harris</p> <p><u>Chapter 8</u></p> <p>Group presentation on motivational theories</p>

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<p>Week 10</p>	<p>Presentation on Motivational theories cont'd</p> <p>COPING WITH CHALLENGING CUSTOMERS - Topic #8</p> <p><u>Question:</u> 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 	
<p>Week 11</p>	<p>PROBLEM RESOLUTION AND CUSTOMER SERVICE RECOVERY -Topic #9</p> <p><u>Question:</u> 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</p> <p><u>Chapter 7</u></p>
<p>Week 11 cont'd</p>	<p>EXCELLENCE IN CUSTOMER SERVICE AND CUSTOMER SERVICE AWARDS-Topic #10</p> <p><u>Question:</u> 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 Balridge Award Program 	<p>Customer Service a Practical Approach – 4 Ed. Elaine K. Harris</p> <p><u>Chapter 12</u></p>

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Week 12	<p>Communication-Topic #11</p> <p><u>Question:</u> 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 	<u>Chapter 6</u>
Week 12 cont'd	<p>SOCIAL MEDIA AND ITS IMPORTANCE TO CUSTOMER SERVICE Topic #12 (Group/Class Discussion)</p> <p><u>Question:</u> How can social media and other emerging technological platforms impact customers and organizations today?</p> <ul style="list-style-type: none"> • Types of social media platforms 	Guest Lecturer and Class/Group Discussion
Week 13	<p>EMPOWERMENT-Topic #13</p> <p><u>Question:</u> Is empowering an employee to make the right decisions at the right time important for the success of a business?</p> <ul style="list-style-type: none"> • Cause of Customer problems • Empowerment versus job satisfaction • Factors contributing to employee satisfaction • Importance of mission and purpose statement • Steps to empowering customer service providers • Coproduction and empowerment • Guidelines for a system design 	<p>Customer Service a Practical Approach – 4 Ed. Elaine K. Harris Customer Service a Practical Approach – 4 Ed. Elaine K. Harris</p> <p><u>Chapter 5</u></p>

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<p>Week 13 Cont'd</p>	<p>EMOTIONAL INTELLIGENCE- Topic #14</p> <p><u>Question:</u> How is a knowledge of emotional intelligence important to internal and external customers</p> <ul style="list-style-type: none"> • Define emotional intelligence • Components of emotional intelligence 	<p>Notes to be provided by Lecturer</p>
<p>Week 14</p>	<p>DEVELOPING A SERVICE CULTURE -Topic #15</p> <p><u>Question:</u> How can an organization go about implementing a service culture and why is that important?</p> <ul style="list-style-type: none"> • What does Organization Culture mean? • Dimensions of an organization's culture • Five ways to develop a service culture • Positive outcomes of a service culture 	<p>Guest Speaker:</p>
<p>Week 14 Cont'd</p>	<p>BRANDING-Topic # 16</p> <p><u>Question:</u> How can branding impact the service culture of an organization?</p> <ul style="list-style-type: none"> ▪ What is Branding ▪ Protecting your brand ▪ Threats to your brand ▪ Key elements affecting your brand perception 	
<p>Week 15</p>	<p>DINING ETIQUETTE- Topic # 17</p> <p><u>Question:</u> How is knowledge of proper dining etiquette important in the business environment?</p> <p>-Table manners</p> <p>-Use of tableware (cutlery, glassware and chinaware)</p> <p>-The order of service</p> <p>-Food accompaniments</p> <p>-Do's and Don'ts when dining</p>	<p>Notes to be provided by Lecturer</p>

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

Assignment Submission Procedure:

Late submissions will not be accepted unless previous permission has been given. This is at the discretion of the lecturer.

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*.

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.

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

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

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!!

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 207: Personal Finance

Number of Credits: 2

Days and Times: Tuesdays & Thursdays 1:00 pm to 2:15 pm

Semester and Year: Spring 2021

Classroom Location: Online on ZOOM

Pre-requisite(s): MATH 120

Course Lecturer Name(s): Zanifa Payne

Course Director Name: N/A

Course Lecturer(s) Contact Information: Phone:(473) 444-4175 (ext:3724) Email: zpayne@sgu.edu

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays & Wednesdays 10am-12pm and 1pm to 4pm or by appointment via email.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Caribbean House (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:

Broad coverage of personal and business financial decisions, including basic financial planning, time value of money, managing savings and other liquid accounts, buying a house, use of credit, insurance, managing investments and saving for retirement.

Course Objectives:

1. Outline of financial goals and creation of personal and business financial statements, including a balance sheet, cash flow statement, and budget.
2. Demonstration of the concept of time value of money and use of MS Excel to compute present value, future value and periodic payments.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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. Creation of a spending plan to meet financial goals.
4. Explanation of the various types of checking and savings vehicles and evaluation of which account is appropriate for meeting selected financial needs.
5. Discussion on the importance of retirement planning and outline of the distinguishing factors between the major retirement savings vehicles.
6. Identification of wise debt management practices and comparison of debt alternatives.
7. Explanation of the importance of insurance and the various types of insurance plans and the investment possibilities with real estate.

Student Learning Outcomes:

The course will provide students with a wealth of analytical tools, active learning features, and decision-making exercises, all designed to help students build a solid financial foundation. The course aims to equip students with the skills they need to plan their future and make smart financial decisions throughout their lives.

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: Text: Personal Finance: Turning Money into Wealth, Arthur J. Keown (6th edition) (On ProQuest)

Supplementary Readings/Resources: Microsoft Excel

Course Grading Requirement:

1. Attendance. Students are allowed two unexcused absences for the semester. All remaining absences **will affect final grade**.
2. 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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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. Midterm. **Closed book, closed notes.** The exam will be administered on ExamSoft at the allotted time in the exam schedule.
4. Assignments. The class assignments must be your **own** work and submitted on Sakai by the due date. or in class as advised by the instructor.
5. Final Exam. **Closed book, closed notes.** The exam will be administered on ExamSoft at the allotted time in the exam schedule.
6. Quizzes. Online quizzes will be administered on ExamSoft at the end of each chapter completed

Course Requirements:

Course Grading Requirements	Percentage of Final Grade	Date
Attendance	10%	
Quizzes	20%	
Midterm	15%	Midterm Week
Assignments	40%	See Calendar
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 will be distributed the first week of classes.

Chapter 1 – The Financial Planning Process

Chapter 2 – Measuring Your Financial Health and Making a Plan

Chapter 3 – Understanding and Appreciating the Time Value of Money

Chapter 6 – Using Consumer Loans: The Role of Planned Borrowing

Chapter 5 – Cash or Liquid Asset Management

Chapter 7 – Using Credit Cards: The Role of Open Credit

Chapter 8 – The Home and Automobile Decision

Chapter 9 and 10 – Life, Health, Property, and Liability Insurance

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.

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: Homework should be delivered in the Assignments area in MyCourses. All course work in full must be completed by the time assigned, to be included in the course grade. Each file submitted must be labelled as follows:

YOURFIRSTNAME_YOURLASTNAME_BUSI306_Assignment#.xlsx

For example: Zanifa_Payne_BUSI207_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

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

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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*.



**St George's University
School of Arts and Sciences**

Department of Business and Management Studies

Course Code, Title and Number of Credits: BUSI 210 SPR2021 - Business Law – 3 credits

Days and Times: Tuesday & Thursday: 2:30pm – 3:45pm

Semester and Year: Spring 2021

Pre-requisite(s): n/a

Classroom Location: Online

Course Director Name: Claudette Joseph

Course Lecturer Name(s): Claudette Joseph

Course Director Contact Information: cjoseph6@sgu.edu

Course Lecturer(s) Contact Information: cjoseph6@sgu.edu

Course Director Office Hours: Tuesday 12:15 - 2:15 noon & Thursday: 12:15 - 2:15 pm

Course Lecturer(s) Office Hours: Tuesday: 12:15 - 2:15pm & Thursday: 12:15 - 2:15 pm

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

Course Description:

This course is designed to provide students with a general introduction to the legal environment that affects individuals, business transactions and business decisions. It is designed to assist students in identifying and minimizing potential areas of legal liability and risk. Students will be introduced to an overview of the Commonwealth Caribbean legal system, the laws and court decisions (case law) which may serve as external constraints on the business transactions/decisions. The course will focus on key legal principles and concepts as they relate to contract, agency and forms of business organizations. Students will also consider, in general terms, the policy concerns which inform the interpretation and development of the law.

Course Objectives:

The goal of this course is to enable students to: (i) Identify the general legal principles which may have legal implications for individuals, business transactions and decisions; (ii) describe basic legal terminology and concepts as they relate to business; (iii) identify and assess any potential legal issues which may materialize either before or during business transactions, and which have the potential to become very costly in terms of seeking legal advice; (iv) describe the legal services

and advice which may be required of legal experts, as part of the business decision making process; (v) explain the various legal relationships which may exist in the business environment and; (vi) identify and explain the legal principles which govern contract, the types of business organization and employment.

Student Learning Outcomes:

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

Program Outcomes met by this Course:

1. Apply the knowledge, skills and attitudes to compete in a global business environment
2. Ability to propose business solutions through the use of theories, research and, analytical skills.
3. Demonstrate knowledge and skills related to global issues in a social, economic, legal and environmental context.

SAS Grading Scale Grades will be assigned as follows:

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

Course Materials:

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

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

Supplementary Readings/Resources: Where appropriate, additional reference materials will be placed in the library – or provided during lectures or tutorials. Students will be advised accordingly.

Course Requirements and Percentage of Grade:

Students will be required to:

- (i) be prepared for class by doing the necessary readings;

- (ii) contribute thoughtful ideas to class discussions and engage in constructive debate;
- (iii) conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- (iv) listen carefully to instructions given by if you do not understand, ask the instructor and;
- (v) students should bring the text to class at all times, unless instructed otherwise – or all other materials, as directed.

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George’s University Student Manual (2019/2020, page 28) states as follows:

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

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

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

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

Teaching Methodology:

The course will be delivered by a combination of lectures, individual presentations and tutorials. Throughout, students will be directed to the relevant case law.

Percent of Grade breakdown:

<u>Course Component</u>	<u>Percentage (%) allocated</u>
Class Participation (attendance and contribution)	10
In-class assignments/quizzes	20
Mid-Semester Exam	20
Group Assignment and Presentation	25
Final Exam	<u>25</u>
TOTAL	100

Participation Policy:

Students may be expected to complete the required readings (including the law cases) to discuss these during class, and can be called at random to answer questions, express opinions and make

general comments. Students are also encouraged to comment on and critique the work of fellow students – as well as instructor’s comments. This makes for a more interesting session.

In doing so, students are reminded that each must recognize and respect the right of other students to express their opinions freely. Class discussions must also not be an opportunity to discuss personal legal problems.

Any student who is unprepared when called upon to contribute to class discussions, will have one (1) point deducted from his/her class participation mark.

Your participation will be graded according to active participation – in terms of speaking in class, the substance of your answers to questions asked by me in class, questions of substance asked of others in class, participation in class discussion, and evidence of reading based on reference to relevant literature, cases and legal principles.

Please note that points for class participation can be deducted for behavior which is disruptive and counterproductive to class discussions.

Attendance Policy:

- All students are expected to attend all classes.
- Students must report to class on time. Punctuality, attendance and participation are not only required of you, but expected of you as a university student. Marks will be deducted for failure to be punctual (especially more than ten minutes after the start of the class) and unexcused absence from class. Students with poor punctuality and/or attendance records will be reported to the Dean of Student Affairs and the Committee for Academic Progress Standards.
- Students are urged to refrain from signing on for the class but not actually remaining in the class. Pauses will be taken during lectures to allow for active participation. Students who are logged in but not at their computer to participate in the interactive sessions, will be marked as absent and their final grade accordingly affected.

Assignment Submission Policy:

Assignments are the responsibility of each student and must be turned in on the specified date and time. If TURNITIN is being used, the deadline will be 11:59 pm on the due date. Otherwise, the time will be indicated, usually 4p.m. on the due date.

- Students are expected to provide their assignments and other papers in type written form, using size 12 font, Arial with one and half (1 ½) spacing (except between paragraphs, when double spacing is acceptable). One (1) inch margin left and right, top and bottom. All work must be paginated.
- Assignments submitted via direct email or facsimile will NOT be accepted unless specifically permitted. Assignments must be submitted via the relevant tool in Sakai

- Note the dates/times of submission. If your assignment is not submitted by the specified date/time, it will count as a late submission. Late submissions will be penalized and result in 5 points being deducted for each late 24 hour period. The first 24 hour period begins as soon as the set deadline expires.
- All assignments must be completed in order to obtain for a pass grade in the course.
- It is recommended that you make a backup copy of all assignments for your own record. Should you experience loss, you will be required to provide proof that you completed the work should questions arise. If for any reason, your paper is lost, you will be asked to submit a copy of the original work, should the instructor so request.

Classroom Etiquette:

Students with Disability and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the Course Director so that appropriate arrangements can be made.

Cell Phones and Pagers

Before entering the class, students are required to turn off all cell phones, beepers and other similar forms of technology. Do NOT wear headphones, text or use your iPod during lectures. Lectures may not be recorded. For online classes, maintain your microphone on mute unless you are speaking.

Disruptive Behavior

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

Food and Drink Policy

No food is allowed in class. Water is the only drink that will be allowed in class. Water bottles should be clear containers.

Re-sit Examinations

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

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

Course Schedule:

Week (s)	Topic (s)	Chapter (s)
1	Nature and Sources of Law	1 & 2 pages 3-40
2-3	The Formation of a Contract a) Offer & Acceptance	8: pages 234-244
*4	b) Intention to create legal relations	pages 256-258
5	c) Certainty of terms	pages 266-268
*6-7	d) Consideration, Promissory Estoppel, Privity of Contract	pages 244-254
MIDTERM EXAM (March 08 to 12 – week 8)		
9	Terms of a Contract a) Express and Implied Terms	9: Pages 262 -266
*10	b) Exclusion Clauses	Pages 266-274
11	Vitiating Factors a) Mistake	10: Pages 278-283
*12-13	b) Misrepresentation	Pages 283-288
14 - 15	Types of Business Organisations a) Unincorporated business structure - Sole Traders & Partnerships	17: Pages 483-393 Pages 521-528

	b) Incorporated business structures - Limited Liability Companies, External Companies & Non-profit Companies	
FINAL EXAM (May 03 to 07- week 16)		

* Assessment: individual and group assignments, tests & quizzes.



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: SPR 2021
Classroom Location: Blended, Bourne Lecture Hall
Pre-requisite(s): MATH120

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.
6. Understand the concept of sinking funds and perform the appropriate computations.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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. 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 = 65% or less

Course Materials:

Text: Business Math Brief – Tenth Edition

By: Cheryl Cleaves / Margie Hobbs / Jeffrey Noble

Supplementary Readings/Resources:

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:

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

- 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

Plagiarism policy: Academic Integrity

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

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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 due on the submission date. Every day that an assignment is late results in 5 points being deducted per late day from the assignment score.

Classroom/Online Etiquette Procedure:

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

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

Eating and drinking are not allowed during lectures

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- 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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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

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*.

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> -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>

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 301 Organizational Behavior
Number of Credits: 3
Days and Times: 10:30 – 11:20AM - Monday, Wednesday and Friday
Semester and Year: Spring 2021
Classroom Location: Via zoom platform
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 9-10am & 12-1pm;
Tues, Thurs 9:30-11:00am
Course Director Office Hours: N/A

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

Course Support: 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

Course Objectives:

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

- Interpret problems in various workplaces for attitudes, emotions and personalities

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

- Analyze various non-monetary and monetary motivational techniques to increase job satisfaction
- Understand the factors that causes politics in an organization
- Analyze stress reduction techniques to lower and manage organizational stress
- Improve skills in written and oral communication

Student Learning Outcomes:

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

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

Program Outcomes Met By This Course:

MPO-1 Ability to apply ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.

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

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

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Robbins, S. P., & Judge, T. A., (2015). Organizational behavior. (16th Ed.). Upper Saddle River, NJ: Pearson Publishing.

Supplementary Readings/Resources: Where appropriate additional reference materials will be placed in the “Library Resources” in Sakai as well as during lectures.

Course Grading Requirement:

Midterm Exams	45%
Group case presentations	15%
Group written case (submission via Sakai)	25%
Individual Forum Discussion	15%
Total	100%

Course Requirements:

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Students are required to complete:

- 1. An Individual Forum Discussion-** Students will need to respond to a question posted in the Forums area on Sakai which will be graded. A Rubric will be posted along with the question so that persons can see the criteria for their grading.
- 2. A Group Case Study both a Written Submission and a Presentation-** Quality writing, proper citation, referencing and good research is a criterion for a quality paper. Please ensure that you follow the guidelines for your written assignments: On the date designated on the Course Outline the various group leaders will have the opportunity to present their group's case study during class and in addition submit a written copy via Sakai.
- 3. 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 and come prepared to discuss the learning experience gained from that activity in class.
<http://www.humanmetrics.com/cgi-win/JTypes1.htm>

Course Schedule:

Week #1 and Week #2

Chapter 1-What is Organization Behavior

Chapter 2- Diversity in Organizations

Individual Forum Discussion based on a question provided by Course Instructor and the due date is on Friday Week #2

Week #3 and Week #4

Chapter 3 Attitudes and Job Satisfaction

Chapter 4 Personality and Values

Chapter 5 Perception and Individual Decision Making

Week #5,Week#6

Chapter 6 Motivation Concepts

Chapter 7 Motivation: From Concept to Applications

Midterm online Friday of Week #6 (Chapters: 1,2,3,4,5 and 6)

Week #7

Chapter 17 Human Resource Policies and Practices

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Week# 8
Midterm Exam

Week #9

Chapter 4 Emotions and Moods
Chapter 9 Foundations of Group Behavior

Week #10 and #11
Chapter 10 Understanding Work Teams
Chapter 13 Power and Politics

Week #12 and Week#13
Chapter 14 Conflict and Negotiation

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. 19rd, 21th and 23th, 2021

Week #16
Final Exams Week- There will be no final exams for this course

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.

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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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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: Monday, Wednesday & Friday 9:30 – 10:20am
Semester and Year: Spring 2021
Classroom Location: Virtual & Face-to-face (upper Louis & Marion Modica Hall)
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: N/A

Course Support: Tracy Fortune, tfortune@sgu.edu, 3373

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

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to the concept of business ethics as it applies to global business. Business ethics examines the nature of morality and theories of normative ethics. The course identifies a variety of ethical issues and moral challenges involving consumers, the environment, the professions and the role of the corporation in our society.

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.
5. Evaluate the of ethical and moral implications of business decisions.

Student Learning Outcomes:

1. Students will be able to apply ethical test to real-life scenarios in order make informed ethical judgments
2. Students will be able to compare and contrast between morality and ethical principles.
3. Students will be able to apply and utilize ethical theories to business decision-making.
4. Students will have the ability to justify and defend business decisions from an ethical perspective

Program Outcomes Met By This Course:

M-PO-1: Ability to apply ethical leadership (honesty, fairness, dignity and trust) , and critical thinking skills (objective analysis of facts to form a judgement) to address business and management issues in a sustainable manner.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Ethics and the Conduct of Business (6th Ed). John R. Boatright. Prentice Hall

Supplementary Readings/Resources: Business Ethics: The Moral Foundation of Effective Leadership, Management, and Entrepreneurship (2nd Ed). Frank J. Cavico & Bahaudin Mujtaba.

Course Grading Requirement:

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Item	
Midterm	25
Final	25
In class Quizzes	15
Term -project	15
Class participation and Discussion	05
Written assignments & Presentations	<u>15</u>
Total	100

Course Requirements:

Chapter quizzes:

Upon completion of each chapter a quiz will be administered. These quizzes will be administered online or in class as determined by the course instructor. Quizzes will account for 15% of the course grade.

Individual assignments:

At least two (2) individual assignments will be administered throughout the course. Combined, individual assignments will account for a total of 15% of the course grade.

Group paper:

A group assignment will be distributed in week nine (9) of the course. The size of the group is contingent on the size of the class and will be determined by the course instructor. The group paper will account for 15% of the course grade.

Midterm and Final Exams:

The midterm and final exam will occur in week 8 and week 16 respectively.

Course Schedule:

Week	Topic
1. Jan 18th 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. Mar 8 th – 12 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 May 3 rd – 7 th 2021	FINALS

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score. Assignments must be submitted electronically via Sakai.

Classroom/Online Etiquette Procedure: Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that could disrupt class. Every student

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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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St. George's University

School of Arts and Sciences

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, Fri @ 1:30pm – 2:20p
Semester and Year: Spring 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>

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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)

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:

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)

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)**	<u>15%</u>
	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.

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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.**

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 April 30 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.

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 2008 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.**

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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 **March 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 **March 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.

3. As long as you pass the Readiness Test, on March 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 Module 2 EXAM 1
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 Module 4 EXAM 2
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 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.

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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 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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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:

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-12:45 pm

Semester and Year: Spring 2021

Classroom Location: Online on ZOOM

Pre-requisite(s): ACCT 351, ECON 201, 202, BUSI 220

Course Lecturer Name(s): Zanifa Payne

Course Director Name: N/A

Course Lecturer(s) Contact Information: Phone:(473) 444-4175 (ext:3724) Email: zpayne@sgu.edu

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays & Wednesdays 10am-12pm and 1pm to 4pm or by appointment via email.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Caribbean House (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:

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

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problem solving in an interactive group environment, students will have the opportunity to understand fundamental concepts and their application to business decision-making.

Course Objectives:

The principal objective of this course is to provide students with the analytical and quantitative skills needed to make sound financial decisions.

1. Identification of the relationship of finance to other business disciplines.
2. Demonstrate a working knowledge of the time value of money.
3. Explain and identify the concept of capital budgeting, both under conditions of certainty and risk.
4. Explain asset valuation, particularly as it pertains to bonds and common stock.
5. Demonstrate a working knowledge of the concept of cost of capital and capital structure.

Student Learning Outcomes:

1. Define finance, its major areas and opportunities available in this field, and the legal forms of business organization.
2. Describe the managerial finance function and its relationship to economics and accounting.
3. Describe the relationship of finance to other business disciplines.
4. Identify the primary activities of the financial manager.
5. Explain the goal of the firm, corporate governance, the role of ethics, and the agency issue.
6. Describe financial institutions and markets, and the role they play in business finance.
7. Discuss business taxes and their importance in financial decisions.

Program Outcomes Met By This Course:

Accounting & Finance Program Outcomes Met By This Course:

A-PO-1 Prepare, select, and 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.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

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

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Supplementary Readings/Resources: Calculator: Basic Calculator on computer and BAI Plus by Texas Instruments

Software: Microsoft Excel

Course Grading Requirement:

1. This is a seminar course. Lectures are limited to that required to identify and explain concepts and terminology. Students must **keep up** with the reading in the text and **be prepared to discuss the material in class**. Read critically, evaluating in light of your own experience and knowledge. Use the calendar included as your guide to keep on track. Check Sakai often, as valuable information is posted time to time. Suggested problems will be identified from each chapter in the textbook. These should be done prior to all examinations to ensure the information is grasped. They are for your practice and will not be graded. Proof of their completion must be presented to gain access to the solutions during my office hours.
2. Attendance. Students are allowed two unexcused absences for the semester. All remaining unexcused absences **will affect the final grade**. Please email all excuses to zpayne@sgu.edu.
3. Participation: An essential obligation is to keep up with the assigned readings within the course study outline contained in this syllabus. Class attendance is essential, and participation will be evaluated on your responses to class 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.

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Course Requirements:

Course Grading Requirements	Percentage of Final Grade	Date
Attendance & Participation	12%	
Forum Discussions on Sakai	8%	
Quizzes	20%	See Calendar
Midterm	15%	Midterm Week
Assignments	30%	See Calendar
Comprehensive Final	15%	Finals Week
TOTAL	100%	

Course Schedule:

Tentative Course Schedule: This schedule represents our expected class plan. However, as the term progresses, we may need to make changes if we spend more or less time than planned on any particular topic. The calendar of activities and quizzes dates will be distributed the first week.

Chapter 1 and 2: Introduction to Managerial Finance & The Financial Market Environment -
To be read prior to the first day of class

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

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Attendance Policy:

Attendance Requirement

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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” (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_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

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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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Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 310 Human Resource Management
Number of Credits: 3 Credits
Days and Times: Mon, Wed, Fri 4:30 – 5:20pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): BUSI 301 Organizational Behavior

Course Lecturer Name(s): Dr. Anthony Andall
Course Director Name: N/A

Course Lecturer(s) Contact Information: 444-4175 ext. 3723 or aandall@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon & Wed 11-00- 12:00 pm, 2:15 pm – 3:30 pm, Tue & Thu 10:30 – 12:00, 2:30 – 4:00pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Business and Management Studies Office Building C
Course Director Office Location: N/A

Course Support: Tracy Fortune, tfortune@sgu.edu, 3373

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introduction to the human resource management (HRM) function and related elements and activities to examine the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and the rising cost of benefits are analyzed. Emphasis is placed on the modern-day importance of HRM at the corporate level as well as the view of HRM from the perception of both management and subordinate employees. (Source: Human Resource Management, Global Edition Sample Syllabus 2015 Pearson Education)

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Course Objectives:

1. Define the roles and activities of a company's human resource management function.
2. Discuss how to strategically plan for the human resources needed to meet organizational goals and objectives.
3. Define the process of job analysis and discuss its importance as a foundation for human resource management practice.
4. Compare and contrast methods used for selection and placement of human resources.
5. Describe the steps required to analyze, develop, implement, and evaluate an employee training program.
6. Identify and explain the issues involved in establishing compensation systems.
7. Identify how new technology, such as social networking, is influencing human resource management.
8. Discuss what companies should do to compete in the global marketplace.

Student Learning Outcomes:

Upon successful completion, students will develop competencies and skills in the following areas:

1. Applying the main aspects of labour code laws to employment decisions and employer/ employee relations
2. Designing and developing tools to conduct job analysis
3. Developing and writing detailed job descriptions
4. Conducting and evaluating employment interviews
5. Applying various techniques for on the job training and rating of performance
6. Utilizing HR techniques in their organization to keep employees engaged in the job
7. Recognizing managing and avoiding ethical pitfalls that employees face in the workplace
8. Managing the HR process in small entrepreneurial firms

Program Outcomes Met By This Course:

M-PO-1: Ability to apply ethical leadership (honesty, fairness, dignity and trust) , and critical thinking skills (objective analysis of facts to form a judgement) to address business and management issues in a sustainable manner.

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

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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: Dessler, G., (2015). Human Resource Management. (Ed.14) Upper Saddle River, NJ: Pearson Education, Inc.

Supplementary Readings/Resources: Grenada Labour Code and other materials to be distributed by the instructor

Course Grading Requirement:

Midterm	25
Final	25
In class Quizzes	15
Term -project	15
Class participation and Discussion	5
Written assignments & Presentations	<u>15</u>
Total	100

Course Requirements:

Chapter quizzes:

Upon completion of each chapter a quiz will be administered. These quizzes will be administered using both online and in person as determined by the course instructor. Quizzes will account for 15% of the course grade.

Individual assignments:

At least two (2) individual assignments will be administered throughout the course. Combined, individual assignments will account for a total of 15% of the course grade.

Group paper:

A group assignment will be distributed in week nine (9) of the course. The size of the group is contingent of the size of the class and will be determined by the course instructor. The group paper will account for 15% of the course grade.

Midterm and Final Exams:

The midterm and final exam will occur in week 8 and week 16 respectively.

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Course Schedule:

Week	Topic	Chapter
1	Introduction to HRM (Jan 18th 2021)	1
2	Equal Opportunity and the Law	2
3	HRM Strategy and Analysis	3
4	Job Analysis and Talent Management	4
5	Personnel Planning and Recruiting	5
6	Employee Testing and Selection	6
7	Interviewing Candidates	7
8	MIDTERM EXAM (Mar 8th – 12th)	
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 (May 3rd –7th)	

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Examination Attendance

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Assignment Submission Procedure:

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score. Assignments must be submitted electronically via Sakai.

Classroom/Online Etiquette Procedure:

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

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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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 319 Quantitative Methods

Number of Credits: 3 credits

Days and Times: Tues./Thurs (4:00pm – 5:15pm)

Semester and Year: Spring 2021

Classroom Location: Zoom online

Pre-requisite(s): MATH 220

Course Lecturer Name(s): Mr. Curlan Gilchrist

Course Director Name: Mr. Curlan Gilchrist

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

Course Director Contact Information: cgilchrist@sgu.edu

Course Lecturer(s) Office Hours: Mon & Fri: 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:

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At the end of this course, students should be able to:

Apply the statistical and quantitative tools, methods, and techniques learned to understand, analyze, and solve business problems

- 1) To provide an understanding of the value and use of quantitative methods in problem solving and decision-making.
- 2) To be able to apply a variety of statistical and quantitative techniques to a wide range of business situations.
- 3) To recognize which statistical techniques and methods are applicable in problem solving for management decision making.

Student Learning Outcomes:

When you have completed this course, you should be able to:

- 1) appreciate that statistical analysis of data improves business decisions and improves business competitiveness.
- 2) Select the correct statistical method for a given data analysis requirement.
- 3) Develop expertise in describing data, hypothesis testing and model interpretation.
- 4) Achieve a practical level of competence in applying quantitative methods to business applications.
- 5) Recognize the application of different techniques in time series analysis and forecasting.
- 6) Development competence in the use of Excel as a tool for data processing.

Program Outcomes Met By This Course:

M-PO-2 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% |

Course Requirements:

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To obtain the most from this course, students should attend every class meeting. If you miss class, it is your responsibility to obtain the information covered in your absence. Students should have total access to the required text. It is expected you would have read the assigned material before class and be prepared to seek clarification where necessary. You should go away from the lectures and think carefully about what you have heard and assimilate further material from the textbook while paying attention to business events and opportunities appearing in the news.

Course Schedule:

Methods of describing and presenting data sets

Index numbers and application

Simple index

Aggregate index

Laspeyres index

Paasche index

Probability Concepts and Applications

Introduction

Fundamental Concepts

Types of Probability

Mutually Exclusive and Collectively Exhaustive Events

Adding Mutually Exclusive Events

Law of Addition for Events That Are Not Mutually Exclusive

Statistically Independent Events

Statistically Dependent Events

Revising Probabilities with Bayes' Theorem

General Form of Bayes' Theorem

Further Probability Revisions

Random Variables

Probability Distributions

Probability Distribution of a Discrete Random Variable

Expected Value of a Discrete Probability Distribution

Variance of a Discrete Probability Distribution

Probability Distribution of a Continuous Random Variable

The Binomial Distribution

The Normal Distribution

The F Distribution

The Exponential Distribution

The Poisson Distribution

Decision Analysis

Introduction

The Six Steps in Decision Making

Types of Decision-Making Environments

Decision Making Under Uncertainty

Optimistic

Pessimistic

Criterion of Realism (Hurwicz Criterion)

Equally Likely (Laplace)

Minimax Regret

Decision Making Under Risk

Expected Monetary Value

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Expected Value of Perfect Information
Expected Opportunity Loss
Sensitivity Analysis
Using Excel QM to Solve Decision Theory Problems

Programme Evaluation and Review Technique(PERT) and the Critical Path Method(CPM)
The framework of PERT and CPM
Determining the Critical Path
Drawing the Network
Critical activities and the Critical Path

Regression Models
Introduction
Scatter Diagrams
Simple Linear Regression
Measuring the Fit of the Regression Model
 Coefficient of Determination
 Correlation Coefficient
Using Computer Software for Regression
Assumptions of the Regression Model
 Estimating the Variance
Testing the Model for Significance
 Triple A Construction Example
 The Analysis of Variance (ANOVA) Table
 Triple A Construction ANOVA Example
Multiple Regression Analysis
 Evaluating the Multiple Regression Model

Forecasting
Introduction
Types of Forecasts
 Time-Series Models
 Causal Models
 Qualitative Models
Scatter Diagrams and Time Series
Measures of Forecast Accuracy
Time-Series Forecasting Models
 Components of a Time Series
 Moving Averages
 Exponential Smoothing
 Using Excel QM for Trend-Adjusted Exponential Smoothing
 Trend Projections
 Seasonal Variations
 Seasonal Variations with Trend
 The Decomposition Method of Forecasting with Trend and Seasonal Components
 Using Regression with Trend and Seasonal Components

Inventory Control Models
Introduction
Importance of Inventory Control
 Decoupling Function

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Storing Resources
Irregular Supply and Demand
Quantity Discounts
Avoiding Stockouts and Shortages
Inventory Decisions
Economic Order Quantity: Determining How Much to Order
Inventory Costs in the EOQ Situation
Finding the EOQ
Purchase Cost of Inventory Items
Sensitivity Analysis with the EOQ Model
Reorder Point: Determining When to Order
EOQ Without the Instantaneous Receipt Assumption
Annual Carrying Cost for Production Run Model
Annual Setup Cost or Annual Ordering Cost
Determining the Optimal Production Quantity
Brown Manufacturing Example
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.

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

Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. If there is no designated drop box on SAKAI, send it to my SGU email.

As far as possible, follow the most current APA Style Manual when submitting your work:

Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted,

A header must appear at the top of each page,

All pages must be numbered,

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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.

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.

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Teaching Methodology

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Interactive lectures combined with frequent quizzes and assessments.

Interactive lectures combined with frequent quizzes and assessments.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Business and Management Studies**

GENERAL COURSE INFORMATION

Course Code and Title: BUSI327 International Trade Regulation
Number of Credits: 3
Days and Times: Tue/Thur 10:00am – 11:15am
Semester and Year: Spring 2021
Classroom Location: Zoom meeting
Pre-requisite(s): BUSI 304

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

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

Course Lecturer(s) Office Hours: Mon/Wed 9:00 am – 10:00 am (by appointment)
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Zoom meeting
Course Director Office Location: Zoom Meeting

Course Support: Click or tap here to enter text.

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to provide students with a general introduction to the principal multilateral organization responsible for the regulation of international trade, namely the World Trade Organization (WTO). Through an examination of the rules, principles and functioning of the WTO and other regional trade agreements, students will be given an opportunity to assess the role/relevance of trade agreements and negotiations, as part of a broader business development strategy.

In addition to the core obligations, students will be introduced to the rules/principles and policy considerations governing trade in goods and services, including non-discrimination, preferential

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treatment, regional agreements, sanitary and phyto- sanitary measures, permitted exceptions (for policy objectives) and the dispute settlement process. Students will also be introduced to the main regional trading arrangements such as the Caribbean Single Market and Economy, the Economic Partnership Agreement (EPA), the Caribbean-Canada (CARIBCAN) and the USA's Caribbean Basin Economic Recovery Act (CBERA) trade agreements.

Course Objectives:

The objectives of this course are to enable students to:

- (i) describe the linkages between trade policy and business operations and opportunities.
- (ii) display an understanding of the terminologies, mechanisms and financing challenges to export.
- (iii) critically consider the implications of the WTO and other regional trading arrangements for market and products/services expansion in developing countries.
- (iv) deepen their planning and innovation skills and.
- (v) become familiar with the negotiating process and gain an appreciation of the need for business advocacy.

Student Learning Outcomes:

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

- (i) identify, outline and assess the main rules and principles of the world trading system.
- (ii) explain the relevance of WTO-compatibility for regional/preferential trade agreements and business advocacy.
- (iii) evaluate the extent to which the system is representative of the interests of developing countries, including those of the CARICOM.
- (iv) assess the complexities and costs associated with standards (especially those associated with food and safety issues) and technical requirements for export expansion.
- (v) identify and assess the market opportunities and challenges presented by the stated agreements, particularly for small and medium sized enterprises (SMEs) within the Caribbean region.
- (vi) assess the relevance of newly emerging issues such as the environment, and their possible implications for the business and.
- (vii) evaluate the benefits and challenges of participating in the WTO dispute settlement process.

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%

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- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Prescribed Text

Mitsuo Matsushita et al

The World Trade Organization: Law, Practice and Policy

Relevant reading material will be provided in class and where appropriate, additional reference materials will be placed in the library.

Students will be advised accordingly.

Course Grading Requirement:

<u>Course Component</u>	<u>Percentage allocated</u>
Class Participation (attendance and contribution)	5
Individual Presentation	10
Group Assignment (Written)	20
Group Presentation (In class)	15
Mid-semester exam	20
Final Exam	30
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 and by if you do not understand, ask the instructor and.
- (v) students should bring the text or copies of the relevant chapters to class at all times, unless instructed otherwise – or all other materials, as directed.

It is also a requirement that students display an awareness of current issues in international trade. It is therefore the student’s responsibility to keep abreast of news which relate to international trade – in the general newspapers, business/trade magazines and other media.

Course Schedule:

International Law and Trade Policy

Chapter One

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Market Access/Core Principles	Chapters 6 – 8
Services	Chapter 16
Developing Countries (Special and Differential Treatment)	Chapter 19
Regional Trade Agreements	Chapter 14
Safeguards and Anti-dumping	Chapter 12
Sanitary, Phytosanitary and Technical Regulations	Chapter 13
Exceptions (Environment)	Chapter 20

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Attendance Policy:

Attendance Requirement

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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 Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 402: Investment Analysis

Number of Credits: 3

Days and Times: Tuesdays & Thursdays 8:30 am-9:45 am

Semester and Year: Spring 2021

Classroom Location: Online on ZOOM

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 -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:

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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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. 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%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Investments by Keith Cuthbertson & Dirk Nitzsche (On ProQuest)

<https://ebookcentral.proquest.com/lib/sgugd/detail.action?docID=822588>

Supplementary Readings/Resources: Calculator: Basic Calculator on computer and BAI Plus by Texas Instruments

Software: Microsoft Excel

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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. Announced Quizzes: There will be two (2) 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.

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Course Requirements:

Course Grading Requirements	Percentage of Final Grade	Date
Attendance & Participation	12%	
Forum Discussions on Sakai	8%	
Quizzes	20%	See Calendar
Midterm	15%	Midterm Week
Assignments	30%	See Calendar
Comprehensive Final	15%	Finals Week
TOTAL	100%	

Course Schedule:

Tentative Course Schedule: This schedule represents our expected class plan. However, as the term progresses, we may need to make changes if we spend more or less time than planned on any particular topic. The calendar of activities and quizzes dates is included below (full copy will be available on Sakai).

It is imperative that students keep up with the readings before each class session.

Chapter 1 – Markets and Players (To be read before second class)

Chapter 2 – Raising Finance (To be read before second class)

Chapter 3 – Financial instruments [1 and ½ sessions]

Chapter 4 – Trading Securities [2 and ½ sessions]

Chapter 5 – Investment Companies [1 session]

Part 2- Valuation (Brief review of chapters 6-8) [1 session]

Chapter 9 – Measuring Asset Returns [2 sessions]

Chapter 10 – Portfolio Theory [2 sessions]

Chapter 11 – International Portfolio Diversification [1 session]

Chapter 12 (Section 12.1) – Single-Index Model [1 session]

Chapter 13 – CAPM and APT [2 sessions]

Chapter 23 – Derivative Securities [2 sessions]

Chapter 24 – Futures Markets [2 sessions]

Chapter 25 – Options Markets [2 sessions]

Chapter 26 – Options Pricing [2 sessions]

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January 2020						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Assignment Due						

February						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Assignment Due						

March						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Assignment Due						

April						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Assignment Due						

May						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Assignment Due						

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

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

Examination Attendance

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

“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: 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_BUSI402_Assignment2.xlsx

(.xlsx may be docx or pptx, where necessary) One point will be deducted from score if this

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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.

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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 403 International Marketing
Number of Credits: 3 credits
Days and Times: Tue/Thurs @ 1pm-2:15pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): BUSI 204 Principles of Marketing & BUSI 304 Int'l 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:

This course presents an overview of the unique marketing problems faced by firms engaging in International activities. It highlights the importance of understanding the foreign economic, social, cultural, political, and legal environments, as well as different forms to penetrate foreign markets. This course focuses on how to identify and analyze worldwide marketing opportunities, and examine product, pricing, distribution, and promotion strategies for born global firms with a particular emphasis on emerging markets. It analyses the functioning of multinational companies and the international aspects of marketing. This course provides the conceptual framework for marketing across national borders, as well as marketing within different foreign environments. Students study how international marketing programs are developed, as well as the various factors that affect decision-making in an international setting.

Course Objectives:

1. To identify and understand the role of international marketing in the global business environment,
2. To investigate specific business areas that apply to international marketing
3. To develop students' skills in formulating marketing strategies that can be used in a global setting
4. To examine the nature of cultural, social, economic and legal factors that influences or determines the nature of market entry
5. To evaluate the strategic alternatives for entry and expansion into overseas markets
6. To develop appropriate strategies and tactics for each of the marketing mix elements
7. To develop skills in formulating and writing an international marketing plan

Student Learning Outcomes:

- 1) Identify the key factors related to creating a global marketplace.
- 2) Analyze the political, legal, economic, and /cultural environment of multinational organizations in order to develop competitive marketing strategies in a global environment.
- 3) Evaluate the impact of internationalization on company marketing strategies and on the mode of entry chosen by a multinational organization.
- 4) Apply your knowledge of cultural values to evaluate the implementation of alternative marketing techniques in different cultures.
- 5) Describe how new telecommunication technologies are changing the ways companies manage their global marketing activities.
- 6) Research and identify profitable foreign markets.
- 7) Discuss the impact of different cultural values and belief systems on marketing products.
- 8) Select and justify an appropriate marketing strategy and evaluate the financial, human resource, operational and logistical implications of different strategies.
- 9) Determine appropriate marketing strategies and identify the relevant sources of information and analysis to support the appropriate strategy.
- 10) Discuss the key elements of ethical global marketing.
- 11) Develop a global marketing plan & strategy.
- 12) Demonstrate a clear understanding of major marketing concepts in writing and orally using proper business communications techniques.
- 13) Determine the appropriate control measures in international operations.

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.

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(IBO 3)

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/squgc> which completes the first stage of the process. You are now free to use over 6,000 books under the Education Complete library.

Required Text:

- Global Marketing, 9/E Warren J. Keegan Mark Green Publisher: Prentice Hall Copyright: 2017 or Global Marketing, 10/E Warren J. Keegan Mark Green Publisher: Prentice Hall Copyright: 2020
- International Marketing Handouts (Location: Sakai Modules)

Supplementary Readings/Resources:

The Economist (**found in Founders Library**)

www.brandweek.com

www.theglobalmarketer.com

www.adage.com

www.mmaglobal.com

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.

Course Grading Requirement:

Composition of final grade:

Exam 1 (I)	10%
Midterm (I)	15%
Exam 2 (I)	10%
Final (I)	20%
Group X-Culture (G)	20%
Group Presentation (G)	15%
Case Study Discussion (G)	10%
	100%

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

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. **Exam 1, Midterm, Exam 2 and Final exam.** The exam 1, midterm, exam 2, and final exams are a mix of multiple choice items.

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3. Case Discussion. Case teams will be made up of 2-3 students each. This team class exercise is designed to provide you with a sound understanding of how companies that engages in international marketing apply the concepts discussed in class to make real-life cross-cultural marketing 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.

4. Group Presentation. Caribbean Product Introduction Presentation.

This team project is designed to provide you with a sound understanding of how a marketer goes about entering a foreign market. Specifically, you will write a report from the perspective of a marketing manager, advising the marketing department on the strategy the firm should take in entering a specific market with a particular product.

The final presentations will be due April 18 via the Sakai Dropbox. Teams will be made up of 2-3 students each.

I. Product 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.

II. Market Selection

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 marketing opportunity likely exists. Your team will determine this opportunity based on market research and personal knowledge.

III. Marketing Strategy

After selecting a product and a target market you can begin devising a strategy to successfully introduce and market the product. You are expected to do a Cultural Analysis, Economic Analysis, Market Audit and Competitive Market Analysis in Part II in order to produce and execute a professional level Marketing Plan for your product. You should draw on the material covered in class and carefully lay out a complete marketing strategy. Your final presentation of the marketing strategy should include these components:

- A. Country description
- B. Product description
- C. Political climate
- D. Marketing research
- E. Market segmentation
- F. Competitive environment
- G. Distribution Strategy
- H. Communications strategy
- I. Pricing strategy

The project report will be presented formally during week 15. 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 2010 onwards). Students are required to provide periodic updates to the instructor prior to the submission of the final projects.

5. Group Project: X-Culture Global Collaboration: International Marketing 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

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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 20212b).

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/2021-2b> (access code: 20212b)
2. Around January 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 January 27.

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 January 27 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.

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Course Schedule:

<u>WEEK</u>	<u>Readings: Book Chapters/Cases/Sakai Reading Module Location.</u>
1	Chp 1/Chp 2/ Sakai Module 1
2	Chp 3/ Chp 5/ Sakai Module 1
3	Chp 4/Hofstede Chp 1/ Case 1/Sakai Module 1
4	Chp 6/ Case 2/Sakai Module 2 EXAM 1
5	Chp 7/ Case 3/Sakai Module 2
6	Chp 8/Case 4/Sakai Module 2
7	Chp 9/Case 5/Sakai Module 2
8	Midterm Exam
9	Chp 10/Case 6/Sakai Module 3
10	Chp 11/Case 7/Sakai Module 3
11	Chp 12/Project Reviews/ Sakai Module 3
12	Chp 13/Case 8/ Sakai Module 3 EXAM 2
13	Chp 14/ Case 9/Sakai Module 3
14	Chp 15/ Case 10/Sakai Module 4/Project Finalization
15	Chp 16/ Chp 17/Sakai Module 4/ Project Presentations (Project DUE)
16	Final Exam

POLICY INFORMATION

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

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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

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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 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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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: 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: Spring 2021
Classroom Location: Online
Pre-requisite(s): NA

Course Lecturer Name(s): Dr. Shawn Best

Course Director Name: Dr. Shawn Best

Course Lecturer(s) Contact Information: 439-2000 ext. 3869

Course Director Contact Information: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 10:30 AM to 12:30 AM

Course Director Office Hours: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Location: Building C (Windward Hall)

Course Director Office Location: [Click or tap here to enter text.](#)

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

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

COURSE CURRICULUM INFORMATION

Course Description:

This course will focus on different selected topics of particular relevance to the national, regional, and global economy and other business research interest. Additionally, this course will highlight the importance of systematic research and problem solving and explore the different types of research methodologies. The course will look at the role of the researcher and will investigate the practicalities of research such as problem formulation, choosing a suitable research methodology, review of literature, presenting results and findings, and drawing conclusion. The course will also highlight issues related to research such as ethical issues in doing research and the use of technology for research purposes.

Course Objectives:

This course aims to acquaint students with knowledge of the methodologies utilized in modern business research.

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Student Learning Outcomes:

Upon successful completion of this course, students should have expanded capabilities to:

1. Outline the purpose and distinct focus of business research methods;
2. Demonstrate an understanding of the stages of the research process;
3. Transform research ideas into a research project with research questions and objectives;
4. Write a research proposal;
5. Conduct a critical review of literature;
6. Reference literature accurately;
7. Formulate and choose an appropriate research design methodology;
8. Recognize issues related to research ethics;
9. Employ the appropriate use of qualitative and quantitative research techniques
10. Demonstrate effective communication skills in business and management.
11. Ability to propose business solutions through the use of theories, research and analytical skills.

Program Outcomes Met By This Course:

- M-PO-1: Ability to apply ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.
- Ability to apply relevant ICT (Information and Communication Technology) tools for effective decision making in organizations
- M-PO-1: Exhibit principled and ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.
- M-PO-2: Apply knowledge, skills and appropriate information technologies in relation to management principles, marketing, financial, interpersonal and human relations for effective decision making in organizations.
- M-PO-4 : Utilize theories, analytical skills and reflective thinking to identify problems and opportunities, formulate solutions strategies that can be implemented to correct, and or mitigate issues facing businesses and organizations.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

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

Supplementary Readings/Resources: Research Methods in Business Studies (4th edition) by Pervez Ghauri and Kjell Gronhaug.

Assigned articles and case studies (Posted on Sakai and handed out in class)

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*.

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.

See below

The following topics will be researched this semester:

This is the planned schedule of assignments and readings for the course. The instructor reserves the right to make changes as required to adapt to student needs or comprehension levels.

Week 1	Topics / Exercises	Assignments
topic 1	<ul style="list-style-type: none"> • The nature and importance of research • The research paper 	Get textbook, read ch. 1&2
Week 2		
topic 2	<ul style="list-style-type: none"> • The research topic • problem statement 	Formulate a research topic, write a problem statement, write research questions.
Week 3		
topic 3	Use of technology in research The literature review	<ul style="list-style-type: none"> • Use of online databases such as Proquest, EBSCO Host and ERIC. • Conduct a literature search on a selected topic and critically review the literature
Week 4		
Topic 6	<ul style="list-style-type: none"> • Research ethics • Plagiarism 	<ul style="list-style-type: none"> • Ethical issues at specific stages of the research process • IRB, and Participation

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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		

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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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

Classroom/Online Etiquette Procedure:

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- Cell phones will be muted or turned off during class.
- Texting and talking on the phone are not allowed in the classroom while class is in session.
- Grades may be lowered for repeated violations.
- Disruptive Behaviour

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior 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: BUSI 405 Entrepreneurship
Number of Credits: 3 Credits
Days and Times: Tue & Thu 10:00 – 11:15 am
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): ECON 201 & 202 & BUSI204, BUSI 301 & 306

Course Lecturer Name(s): Dr. Paul Pounder & Dr. Anthony Andall
Course Director Name: Same as above

Course Lecturer(s) Contact Information: Paul Pounder, PPounder@sgu.edu, 3753 Anthony Andall. Aandall@sgu.edu, 3723
Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Paul Pounder: Mon & Wed 9:30- 12:00 pm, Anthony Andall: Mon & Wed 11:00- 12:00 pm, 2:15 pm – 3:30 pm, Tue & Thu, 2:30 – 4:00pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Dr. Pounder Leeward Hall (upstairs) Dr. Anthony Andall Windward Hall (Downstairs)
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:

The course is structured to teach the participants the critical steps needed to establish a small-scale entrepreneurial enterprise with particular focus on the strategic challenges that these entrepreneurs face. This will include strategies for new products or service introduction into a market, strategies for creating a viable organization and strategies for acquiring resources including obtaining financing. This course will also examine the process of using conceptual thinking in developing a viable business concept. Lastly course will support those individuals who may be interested working for or investing in a small-scale entrepreneurial company.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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. Develop an understanding of entrepreneurship
2. Develop an understanding of small business management
3. Recognize opportunities and resolve issues & challenges facing entrepreneurs
4. Develop a business plan for an entrepreneurial venture
5. Perform a strategic assessment of a new venture
6. Compare and contrast how leadership skills are critical to entrepreneurial success

Student Learning Outcomes:

1. Recognize the key principles of entrepreneurship
2. To be able to analyse entrepreneurial opportunities
3. Utilize business toolkit to design and develop business proposals.
4. To be able to conduct market research and analysis
5. Recognize the critical elements in the entrepreneurial process
6. To be able to develop financial proposals necessary to support a business plan

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.

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

SAS Grading Scale: Grades will be assigned as follows:

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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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: Course material to be distributed by the instructors

Supplementary Readings/Resources: Kuratko, D. F. (2017). Entrepreneurship: Theory, process, practice. Cengage Learning, Boston, MA.

Staphens-James, Lystra B, Mauvalyn M. Bowen, Paul Pounder, K'adamawe A. H. N. K'nife, Denis Mitchell, Cuthbert C. Joseph, and Keith A. McDonald. Entrepreneurship for Caribbean Students. 2017. Carlong Publishers (Caribbean) Limited.

Course Grading Requirement:

Individual Assignments	25%
Entrepreneurship Report	25%
Final Group Business Plan	50%

Course Requirements:

Individual Assignment
 Entrepreneurship Report
 Final Group Business Plan

Course Schedule:

Week	TOPIC
1 (Jan 18 th 2020)	1. Entrepreneurship and Small business management (1 Week)
	a. Definition of entrepreneurship
	b. Characteristics of entrepreneur
	c. Definition of small business
2&3	2. Creativity and Innovation (2 Weeks)
	a. Idea generation techniques
	b. Types of innovation
	c. Intellectual property protection
4&5	3. Entrepreneurial opportunities (2 Weeks)
	a. Competitive advantage: niche strategy and customer service
	b. Start up and buy out opportunities
	c. Franchising

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	d. Family business opportunities
6&7	4. Preparing the business plan (2 Weeks)
	a. Creating a formal business plan
	b. Building the marketing plan
	c. Planning the management team and physical facilities
	d. Sourcing financing
	e. Choosing form of ownership
	<i>Assignment due at end of week 7</i>
9&10	5. Marketing and Market Research (2 Weeks)
	a. Consumer behavior and product strategy
	b. Pricing strategies
	c. Promotion strategies
	d. Distribution channels and international markets
11	6. Managing entrepreneurial operations (1 Week)
	a. Professional management in the growing firm
	b. Managing human resources
	c. Quality management and the operations process
	d. Purchasing and the management of inventory
12&13	7. Capital/Funding/Financing (2 Weeks)
	a. Understanding financial statements and accounting systems
	b. Working capital management
	c. Budgeting techniques
	d. Sources of finance
	e. Risk and insurance management
14	8. Leadership and Entrepreneurial growth (1 Week)
	a. What is leadership?
	b. Characteristics of a leader

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	c. Leadership Concepts: <i>vision, motivation, decision-making, team building, conflict</i>
	d. Strategic growth
15	Final Business Plan Group Presentations (APR 26 th – 30 th)

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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).

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

Assignment Submission Procedure:

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score. Assignments must be submitted electronically via Sakai.

Classroom/Online Etiquette Procedure:

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

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*.

Click or tap here to enter text.

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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: Tuesday & Thursday 2:30 PM to 3:45 PM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): BUSI301, BUSI304, BUSI306

Course Lecturer Name(s): Dr. Shawn Best
Course Director Name: Dr. Shawn Best

Course Lecturer(s) Contact Information: 439-2000 ext. 3869
Course Director Contact Information: Click or tap here to enter text.

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 10:30 AM to 12:30 AM
Course Director Office Hours: Click or tap here to enter text.

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces the process for strategic management and includes a simulation that enables students to put the theory into practice. Strategy development is a core competence for executives in today's highly competitive environment. Creating a clear and implementable strategy for attaining objectives is an annual task in many firms. In small firms, a viable strategy may mean the difference between success and failure.

Course Objectives:

1. This course aims to acquaint students with strategic management processes and techniques most critical to smooth functioning of any business of any size.
2. This course also aims to equip students with the concepts and techniques necessary for organizations to do strategic management.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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. Finally, this course aims to enhance the skills of students in business ethics, international management and international business.

Student Learning Outcomes:

On successfully completing this course, students should be able to:

1. Articulate an opinion regarding the use of strategic management practices in workplace environments;
2. Communicate verbally or in writing about topics related to strategic decision-making;
3. Apply a working knowledge of strategic decision-making techniques in a variety of individual, social and workplace environments and scenarios;
4. Implement appropriate strategic management decision-making techniques in real world situations.

Program Outcomes Met By This Course:

- M-PO-1: Exhibit principled and ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.
- M-PO-2: Apply knowledge, skills and appropriate information technologies in relation to management principles, marketing, financial, interpersonal and human relations for effective decision making in organizations.
- M-PO-3: Demonstrate written, oral and presentation skills necessary for effective business and management communication.
- M-PO-4: Utilize theories, analytical skills and reflective thinking to identify problems and opportunities, formulate solutions strategies that can be implemented to correct, and or mitigate issues facing businesses and organizations.
- M-PO-5: Demonstrate knowledge and skills related to teamwork, diversity and cross cultural awareness.
- M-PO-6: Demonstrate knowledge and skills related to ethical and global issues and the influence of social, economic, legal, regulatory, environmental and technological issues as well as the impact of demographic diversity on organizations.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Strategic Management: A Competitive Advantage Approach (16th edition) by Fred R. David and Forest R. David (Pearson/Prentice Hall). Note: Other editions may be used by students, although case examples in the various editions may be different.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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: Assigned articles and case studies (Posted on Sakai and handed out in class)

Course Grading Requirement:

The objectives of this course will be achieved by utilization of a combination of class lectures, in class videos, online videos to be watched from home, group activities, class discussion of case studies and homework. The performance of students will be assessed as follows:

- a. Attendance and in-class activities 5%
- b. Homework assignments and quizzes: 15%
- c. Midterm exam: 20%
- d. Case study analyses & team presentation: 20%
- e. Simulation Exercise: 20%
- f. Final Exam: 20%

Course Requirements:

Click or tap here to enter text.

Course Schedule:

Click or tap here to enter text.

See below

This is the planned schedule of assignments and readings for the course. The instructor reserves the right to make changes as required to adapt to student needs or comprehension levels.

Week 1	Topics / Exercises	Assignments
Week 1 topic 1	The Nature of Strategic Management (Chp. 1)	Get textbook, read ch. 1&2 Read simulation instructions, simulation slides and demo
	What is Strategic Management, Key Terms, the Strategic Management Model	
Week 2		
Week 2 topic 2	The Business Vision and Mission (Chp 2)	Simulation begins In class exercise: What is Strategy? Homework: Read ch.1&2
	Vision and Mission Statements, Vision vs Mission, Benefits of Mission and Vision Statements, Characteristics of Mission	In-class exercise on critique of vision and mission statements
Week 3		
Week 3 topic 3	The External Assessment (Chp. 3)	Read chapter 3 Individual Assignment 1 Mini-Case study w/CPM & 5 forces
	External Audit (Industrial Organization view PESTEL Analysis)	Online Quiz on Chps. 1,2&3
Week 4		

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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	
Week 13			
Week 13	Topic 8	Strategy Implementation (Chp 8)	

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	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

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

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

Examination Attendance

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

“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:

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

Classroom/Online Etiquette Procedure:

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- Cell phones will be muted or turned off during class.
- Texting and talking on the phone are not allowed in the classroom while class is in session.
- Grades may be lowered for repeated violations.
- Disruptive Behaviour

Every student is entitled to full participation in class without interruption. Disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where differences of opinion arise. Students who engage in disruptive behavior 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: OPERATIONS MANAGEMENT, BUSI 414
Number of Credits: 3
Days and Times: Monday, Wednesday & Friday 4:30 PM to 5:20 PM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): Quantitative Methods (BUSI319)

Course Lecturer Name(s): Dr. Shawn Best
Course Director Name: Dr. Shawn Best

Course Lecturer(s) Contact Information: 439-2000 ext. 3869
Course Director Contact Information: [Click or tap here to enter text.](#)

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 10:30 AM to 12:30 AM
Course Director Office Hours: [Click or tap here to enter text.](#)

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces the concepts and techniques for design, planning and control of manufacturing and service operations. It is a survey of the operating practices and procedures found in both manufacturing and service firms. This course will cover the business processes and procedures used to transform various inputs into finished goods and services. A solid math or statistics background will be helpful. The course provides an understanding and appreciation of operations management terms, tools and techniques for analyzing operations, while providing the strategic context for making operational decisions. It will focus on strategic and tactical issues associated with operations designed to produce and distribute goods and services, including quality management, statistical quality control, production planning and scheduling, workforce management, project management, capacity planning, supply-chain management, just-in-time manufacturing, factory and warehouse layout, and logistics management.

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Course Objectives:

The learning objective is to provide students with an understanding of the Operations environment sufficient to run a small enterprise or to work in a large one with supervision, and to implement appropriate operations management techniques and behaviors in real world situations.

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

1. Recognize the wide scope of operations management decisions and their impact on business.
2. Employ the use of analytical tools to solve operational problems encountered in the organization on a daily basis.
3. Identify and demonstrate knowledge of processes and systems used in the in the management of the operational functions in the organization.
4. Evaluate operational scenarios and make appropriate decisions to fit each scenario.

Student Learning Outcomes:

On successfully completing this course, students should be able to:

1. Identify and apply the role of operations management in the overall business strategy of the firm.
2. Recognize the relationship between key functional areas of the firm and operations function.
2. Identify the key necessary factors and connect the relationship between these factors in designing operational systems.
4. Utilize a range of analytical and problem-solving tools appropriate for enabling the operations function of the firm.
5. Compare the different approaches used in operations management to enable global business transactions.
6. Apply the techniques of operations management to both manufacturing industries as well as the services sector.

Program Outcomes Met By This Course:

- M-PO-1: Exhibit principled and ethical leadership, and critical thinking skills to address business and management issues in a sustainable manner.
- M-PO-2: Apply knowledge, skills and appropriate information technologies in relation to management principles, marketing, financial, interpersonal and human relations for effective decision making in organizations.
- M-PO-4: Utilize theories, analytical skills and reflective thinking to identify problems and opportunities, formulate solutions strategies that can be implemented to correct, and or mitigate issues facing businesses and organizations.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

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Text: Operations Management: Sustainability and Supply Chain Management (13th Edition) Jay Heizer, Barry Render and Chuck Munson (Pearson/Prentice Hall)

Supplementary Readings/Resources:

- Sarkis, J., & Zhu, Q. (2018). Environmental sustainability and production: taking the road less travelled. *International Journal of Production Research*, 56(1/2), 743–759. <https://doi-org.periodicals.sgu.edu/10.1080/00207543.2017.1365182>
- Reicheld, F.F. & Sasser, W.E., Jr., Zero Defections: Quality Comes to Services, *Harvard Business Review* #519X
- Gavin, D.A., Competing on the Eight Dimensions of Quality, *Harvard Business Review*, #87603
- Nguyen, T. L. H., & Nagase, K. (2019). The influence of total quality management on customer satisfaction. *International Journal of Healthcare Management*, 12(4), 277–285. <https://doi-org.periodicals.sgu.edu/10.1080/20479700.2019.1647378>
- Leavy, B., Supply Strategy- What to Outsource and Where, *Irish Marketing Review*, 2001
- Dolgui, A., & Proth, J.-M. (2013). Outsourcing: definitions and analysis. *International Journal of Production Research*, 51(23/24), 6769–6777. <https://doi.org/10.1080/00207543.2013.855338>
- Abyad, A. (2012). Project Management: The challenge, the dilemma. *Middle East Journal of Business*, 7(1), 18–22.

Course Grading Requirement:

The objectives of this course will be achieved by utilization of a combination of class lectures, in class videos, online videos to be watched from home, group activities, class discussion of case studies and homework. The performance of students will be assessed as follows:

- Attendance and in class activities: 10%
- Midterm exam: 20%
- Case study analyses (or Group project): 15%
- Simulation (or Group project): 15%
- Homework and quizzes: 20%
- Final Exam: 20%

Course Requirements:

Click or tap here to enter text.

Course Schedule:

Click or tap here to enter text.

See below

This is the planned schedule of assignments and readings for the course. The instructor reserves the right to make changes as required to adapt to student needs or comprehension levels.

CLASS OUTLINE FOR THE SEMESTER: OPERATIONS MANAGEMENT

Week 1	In Class	Assignments
topic 1	Overview, review syllabus	Read Chap 1,

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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, Total Quality Management, Quality Management Tools)	<i>Assignment to construct quality management tools (Fishbone Diagram, Pareto Charts)</i>
Week 7		
topic 6	Lecture, six sigma - SPC Control charts – cut string	

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topic 6	Quality systems ISO, Six Sigma, Total Quality Management,	Study for midterm exam
Week 8		
	MIDTERM EXAM	
Week 9		
topic 7	Process Strategy and Sustainability (Chp 7)	Read chapter 7
topic 7	Process Strategies, Production Technology, Technology in Services, Sustainability	Video Case on sustainability (Conflict Palm Oil Case)
Week 10		
topic 8	Capacity and Constraint Management Chp 7S	Group Case Study Analysis (or Group Project) and presentations
	Capacity, Bottle Neck Analysis and Theory of Constraints	
Week 11		
topic 9	Inventory Management (Chp 12)	Video case on Inventory Management at Amazon.com
topic 9	Managing Inventory (ABC Analysis, Cycle counting) EOQ model calculations Chp. 12	Assignment on EOQ calculations
Week 12		
topic 9 cont.	EOQ model calculations	In-class exercise on EOQ calculations
Week 13		
topic 10	Aggregate Planning Chp. 13	In-class exercise on Aggregate Planning calculations.
Week 14		
topic 11	Supply Chain Management and Outsourcing Chps. 11 and 11S	Discuss article entitled "Supply Strategy-What to outsource and where"

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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

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Department of Business and Management Studies

GENERAL COURSE INFORMATION

Course Code and Title: BUSI 416 Destination Marketing
Number of Credits: 3
Days and Times: Monday and Wednesday 10:00 am-11:15 am
Semester and Year: Spring-2021
Classroom Location: Online
Pre-requisite(s): Busi 204 Principles of Marketing, Busi 312 Travel and Tourism and Busi 325 Accommodation Management

Course Lecturer Name(s): Naline Ramdeen-Joseph
Course Director Name: N/A

Course Lecturer(s) Contact Information: njoseph@sgu.edu 444 4175 Cell # 4038661
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Monday-Thursday 1:00-3:30pm
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: True Blue Campus, Building C and Online
Course Director Office Location: N/A

Course Support: Mary Celestine, mcelestine@sgu.edu Ext:3863

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

COURSE CURRICULUM INFORMATION

Course Description:

This is a capstone marketing course designed to prepare Hospitality and Tourism majors for profitable decision-making in the Hospitality and Tourism industry. Marketing theories and concepts will be applied to “destination marketing” including market research, market segmentation, identification of buying processes, development and maintenance of destination brand images, positioning and development, application and evaluation of direct marketing, sales promotion, advertising, online and PR strategies.

Course Objectives:

At the end of this course, a participant should be able to:

1. Explain key marketing concepts in relation to segmentation and targeting
2. Define the “servuction” processes, the importance of customer satisfaction, customer relations

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- management, and the lifetime value of a customer;
3. Describe the H&T marketing environment and how changes impact H&T companies and customers, and how companies can be proactive in responding to change;
 4. Explain and be able to identify stages in individual and organizational buying processes and the major influencing factors on purchasing decisions;
 5. Discuss the importance of market research and marketing information systems to make business decisions
 6. Identify and apply the 4 p's of marketing;
 7. Apply the communication mix through the development of advertising, Public Relations, Sales Promotion and Brand plans for H&T businesses;
 8. Create a marketing and destination plans for H&T organizations.

Student Learning Outcomes:

1. Explain key marketing concepts and be able to apply them to cases and problems in the H&T industry and in oral and written communication
2. Explain marketing segmentation, targeting, differentiation, positioning, branding in destination and organizations
3. Identify key opportunities and threats in the marketing environment that can impact destinations
4. Discuss the 4 p's of marketing and how they apply to tourism products and services;
5. Discuss and explain the importance of data collection and be able to conduct primary and secondary research in H&T organizations and businesses;
6. Apply the communication mix through the development of advertising, Public Relations, Sales Promotion and Brand plans for H&T businesses;
7. Create a marketing and destination plans for H&T organizations.

Program Outcomes Met By This Course:

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

TH-PO-4 Apply interpersonal and human relations skills necessary for effective customer service, cooperation and teamwork

TH-PO 5 Demonstrate knowledge and global standards including sustainability and social and ethical responsibility in the Tourism and Hospitality industry

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

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Text: Marketing for Hospitality & Tourism, 7/E –
Philip T. Kotler, John T. Bowen, James Makens, Seyhmus Baloglu,
Publisher: Prentice Hall

Supplementary Readings/Resources: Online Articles and websites to be provided by lecturer

Course Grading Requirement:

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 Requirements:

Mid Term Project-40% (Oral Presentation 20 & Written Paper 20)

Final Exam (Group Project Written) 30%

Class Assignments: Essays/Papers/Presentations 25%

Attendance, Class Participation/Discussions 5%

There will be case studies and group presentations throughout the semester, as well as a research and oral presentation for Mid-term. The final exam will comprise a written essay evaluating the marketing strategy of a given destination. Questions and assignments will utilize materials from the texts, guest and class lectures and discussions. Since students will also be graded on class attendance and participation you are expected to actively participate in class discussions and activities. All assignments done during the course will also contribute towards the final grade.

Mid Term

Pair assignment: Pick a Tourism or Hospitality service or product you hope to own in the future and develop:

- a) An Advertising plan
- b) A PR Plan
- c) Create a Mood Board for your favorite destination
- d) Brand Plan

This must include goals, measurable objectives and strategies where applicable. In addition, you need to indicate how you will evaluate the successes of your plan or design.

Mid Term- Presentation Deadline:

Monday 8th March 2021- Group 3 and 4 (25 minutes each)

Wednesday 10th March 2021 - Group 1 and 2 (25minutes each)

Final Exam

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Destination Marketing Strategy and Communication Mix Reports

In pairs or individually students are required to choose one of the following destinations and in a written paper of not more than 8 pages, give a background and an objective analysis of its tourism strategy inclusive of positioning and branding. Students are also expected to discuss the use of the communication mix utilized by the destination to increase visitor arrivals and increase awareness of the destination. Students are expected to attach at least three 3 of the following promotional strategies utilized by these destinations including: advertisements, commercials, magazines or newspaper stories, websites, or other marketing communications in the appendices and explain how it does or does not fit the country's tourism strategy. Destinations to be covered are:

Cyprus, Papua New Guinea, Falkland Islands, Curacao
Mauritius, Macao, Iceland, Kuwait, Dubai, UAE, St. Lucia, Maldives Islands,
Jamaica, Bolivia, Barbados, Antigua, Guadeloupe, Seychelles, Madagascar
Canary Islands, Monaco, Crete

Essay outlines must be presented to the Lecturer for approval by April 5th, 2021 or you can do so earlier.

Essay deadline is on April 30th, 2021 at 7pm. This should be submitted via Turnitin drop box.

GENERAL GUIDELINES FOR REPORTS and ESSAYS

All reports and essays must be double spaced, justified, Times New Roman 12 font, 1-inch margins, APA referencing is required and a minimum of 4 references must be used.

All essays must follow a standard essay approach with an introduction, body and conclusion and a reference page, unless a proposal or report style is used. Format must be approved by the lecturer. A reference list is also required (Please see sample citations in Course Outline).

Additionally, there must be a cover page with project or paper title, course name and code, lecturer's name, student names and date.

In case of Proposal and Plans you must include an executive summary and other components of a well written plan. Essays must be free of grammatical errors, with proper credits given to the sources of all referenced material.

Course Schedule:

Approximate Course Schedule

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Week	TOPIC, OBJECTIVES and REVIEW QUESTIONS	RECOMMENDED READING AND ESSAYS
1	<p>Introduction: Review of Course Syllabus and Expectations</p> <ul style="list-style-type: none"> • Introduction, Marketing for H&T • Understand the relationships between the world's hospitality and travel industry. • Define marketing and outline the steps in the marketing process. • Explain the relationships between customer value and satisfaction. 	Chapter 1
2	<p>Service Characteristics of Hospitality Tourism Marketing</p> <p>Q: Identify four service characteristics that affect the marketing of a hospitality or travel product.</p> <ul style="list-style-type: none"> • Describe a service culture. • Identify four service characteristics that affect the marketing of a hospitality or travel product. • Explain seven marketing strategies for service businesses. 	Chapter 2
3	<p>The Role of Marketing in Strategic Planning</p> <p>Q: Think about the shopping area near your campus. Assume that you wish to start a business here and are looking for a promising opportunity for a restaurant. Is there an opportunity to open a distinctive and promising business? Describe your target market and how you would serve it differently than current businesses do.</p> <ul style="list-style-type: none"> • Explain company-wide strategic planning. • Understand the concepts of stakeholders, processes, resources, and organization as they relate to a high-performing business. • Explain the four planning activities of corporate strategic planning. • Discuss how to design business portfolios and growth strategies. • Explain the steps involved in the business strategy planning process. 	Chapter 3

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4	<p>Marketing Environment Q: How have environmental trends affected the design of hotels?</p> <ul style="list-style-type: none"> • List and discuss the importance of the elements of the company's microenvironment, including the company, suppliers, marketing intermediaries, customers, and public. • Describe the macroenvironmental forces that affect the company's ability to serve its customers. • Explain how changes in the demographic and economic environments affect marketing and describe the levels of competition. • Identify the major trends in the firm's natural and technological environments. 	Chapter 4
5	<p>Managing Customer Information to Gain Customer Insights Q: You own an elegant, high-priced restaurant in your area and want to improve the level of service offered by your 30-person staff. How could observational research help you accomplish this goal?</p> <ul style="list-style-type: none"> • Explain the importance of information in gaining insights about the marketplace and customers. • Explain the concept of the marketing information system. • Outline the marketing research process • Explain how companies analyze and use marketing information. 	Chapter 5
6	<p>Consumer Markets and Consumer Buying Behavior Q: Discuss when the family can be a strong influence on buying behavior regarding the choice of restaurants.</p> <ul style="list-style-type: none"> • Explain the model of buyer behavior. • Outline the major characteristics affecting consumer behavior • Explain the buyer decision process 	Chapter 6
7	<p>Organizational Buyer Behavior Q: How would a catering sales manager handle a mother and daughter planning for the daughter's wedding differently from a meeting planner from a major corporation wishing to get a quote on a regional sales meeting, which he or she has already done in five other cities?</p> <ul style="list-style-type: none"> • Understand the organizational buying process and discuss the importance of the participants in the organizational buying process. • Identify the major influences on organizational buyers. • List the eight stages of the organizational buying process. 	Chapter 7

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	<ul style="list-style-type: none"> Identify and describe the group markets in the hospitality industry. 	
8	Mid – Term Exam Week	
9	<p>Customer-Driven Marketing Strategy: Creating Value for Target Customers</p> <p>Q: Some restaurateurs want to develop a restaurant with something for everyone. Why is this idea a dangerous policy?</p> <ul style="list-style-type: none"> Define the major steps in designing a customer-driven marketing strategy. List and distinguish among the requirements for effective segmentation Explain how companies identify attractive market segments and choose a market-targeting strategy. Illustrate the concept of positioning for competitive advantage by offering specific examples. 	Chapters 8
10	<p>Designing and Managing Products and Brands: Building Customer Value</p> <p>Q: Explain why many people are willing to pay more for branded products than for unbranded products. What does this tell you about the value of branding?</p> <ul style="list-style-type: none"> Understand branding and the conditions that support branding. Discuss branding strategies and decisions companies make in building and managing their brands. Explain the new-product development process. Understand how the product life cycle can be applied to the hospitality industry 	Chapter 9

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11.	<p>Internal Marketing</p> <p>Q: What is a service culture? Why is it a requirement for an internal marketing program?</p> <ul style="list-style-type: none"> • Understand why internal marketing is an important part of a marketing program. • Explain what a service culture is and why it is important to have a company where everyone is focused on serving the customer. • Describe the three-step process involved in implementing an internal marketing program. • Explain why the management of nonroutine transactions can create the image of being an excellent service provider. <p>Pricing: Understanding and Capturing Customer Value</p> <p>Questions: How can pricing strategies impact the travelers behaviour?</p> <ul style="list-style-type: none"> • Outline the internal factors and external factors affecting pricing decisions. • Contrast the differences in general pricing approaches, and be able to distinguish among cost-plus pricing, target profit pricing, value-based pricing, and going rate. • Identify the new product pricing strategies of market-skimming pricing and market-penetration pricing. • Understand how to apply pricing strategies for existing products, such as price bundling and price-adjustment strategies. • Understand and be able to implement a revenue management system. • Discuss the key issues related to price changes, including initiating price cuts and price increases, buyer and competitor reactions to price changes, and responding to price changes. 	Chapter 10 &11
12	<p>Distribution Channels Delivering Customer Value</p> <p>Q: Explain the difference between a tour wholesaler and a travel agent.</p> <ul style="list-style-type: none"> • Describe the nature of distribution channels and tell why marketing intermediaries are used. • Understand the different marketing intermediaries available to the hospitality industry and the benefits each of these intermediaries offers. • Discuss channel behavior and organization, explaining corporate, contractual, and vertical marketing systems, including franchising. • illustrate the channel management decisions of selecting, motivating, and evaluating channel alternatives. • Identify factors to consider when choosing a business location. 	Chapter 12 &13

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	<p>Engaging Customers and Communicating Customer Value and Advertising</p> <p>Q: Recently, several restaurants have shifted some of their promotional budget from advertising to public relations. What benefits does public relations offer that would make the restaurants spend more?</p> <ul style="list-style-type: none"> • Discuss the process and advantages of integrated marketing communications in communicating customer value. • Define the five promotion tools and discuss the factors that must be considered in shaping the overall promotion mix. • Outline the steps in developing effective marketing communications. • Explain the methods for setting the promotion budget and factors that affect the design of the promotion mix. • Define the roles of advertising in the promotion mix. • Describe the major decisions in advertising, including setting objectives and budget; creating the advertising message; selecting advertising media; choosing media types, vehicles, and timing; and evaluating advertising. 	
13	<p>Promoting Products: Public Relations and Sales Promotions</p> <p>Q: Is publicity free? List some ways a hotel or destination can get some free publicity?</p> <ul style="list-style-type: none"> • Understand the different public relations activities: press relations, product publicity, corporate communications, lobbying, and counseling. • Understand the public relations process: research, establishing marketing objectives, defining the target audience, choosing the PR message and vehicles, and evaluating PR results. • Explain how companies use public relations to communicate and influence important publics. • Explain how sales promotion campaigns are developed and implemented. <p>Professional Sales</p> <p>Q: Good salespeople are familiar with their competitors' products as well as their own. What would you do if your company expected you to sell a product that you thought was inferior to the competition's? Why?</p> <ul style="list-style-type: none"> • Explain the role and nature of personal selling and the role of the sales force. • Describe the basics of managing the sales force, and explain how to set sales force strategy, how to pick a structure—territorial, product, customer, or complex—and how to ensure that sales force size is appropriate. • Identify the key issues in recruiting, selecting, training, and compensating salespeople. 	14&15

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	<ul style="list-style-type: none"> Apply the principles of the personal selling process and outline the steps in the selling process: prospecting and qualifying, preapproach and approach, presentation and demonstration, negotiation, overcoming objections, closing, and follow-up. 	
14	<p>Direct, Online, Social Media, and Mobile Marketing</p> <p>Q: Discuss how companies go about conducting online marketing to profitably deliver more value to customers.</p> <ul style="list-style-type: none"> Define direct marketing and discuss its benefits to customers and companies. Identify and discuss the major forms of direct marketing. Explain how companies have responded to the Internet and other powerful new technologies with online marketing strategies. Discuss how companies go about conducting online marketing to profitably deliver more value to customers. Understand how databases can be used to develop direct-marketing campaigns. <p>Destination Marketing</p> <p>Q: Understand how to segment and identify visitor segments.</p> <ul style="list-style-type: none"> Discuss destination marketing system. Identify the components of tourism destination competitiveness. Explain tourism development strategies and different options for creating and investing in tourism attractions. Understand how to segment and identify visitor segments. Discuss the importance of destination image and branding and creating visitor experiences. Explain how central tourist agencies are organized. 	Chapter 16&17 Guest speaker
15	<p>Next Year's Marketing Plan</p> <p>Q: What is the purpose of a marketing plan?</p> <ul style="list-style-type: none"> Understand why it is important to have a marketing plan and be able to explain the purpose of a marketing plan. Prepare a marketing plan following the process described in this chapter. 	
16	Final Exam Week	

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POLICY INFORMATION

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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).

Assignment Submission Procedure:

Lecturer will provide clear directions in relation to the submission of assignments and specifically to the time, date and upload directions. Late submissions will not be accepted unless previous permission has been given. This is at the discretion of the lecturer.

Classroom/Online Etiquette Procedure:

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Click or tap here to enter text.

1.Cell Phones and Pagers:

Students must turn off all cell phones, beepers and pagers prior to the entering class. In this virtual environment students are required to mute phones their microphone upon entrance to avoid static noise.

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.

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

Contribute significantly to all assignments – written and oral presentations. Failure to do so will result in no grade being assigned.

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

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- Read the PowerPoint, chapters and assigned readings 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!!

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 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: Spring 2021

Classroom Location: Online on ZOOM

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%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

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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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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- 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

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

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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 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 422 Conflict and Negotiation
Number of Credits: 3
Days and Times: 11:30 am – 12:20 am; Monday, Wednesday and Friday
Semester and Year: Spring 2021
Classroom Location: Zoom Online Classroom
Pre-requisite(s): BUSI 301 – Organisational Behaviour & BUSI 310 – Human Resource Management

Course Lecturer Name(s): Rachael M. Ross
Course Director Name: Rachael M. Ross

Course Lecturer(s) Contact Information: 444-4175; Ext. 3567
Course Director Contact Information: 444-4175; Ext. 3567

Course Lecturer(s) Office Hours: Email the lecturer to make arrangements
Course Director Office Hours: Email the lecturer to make arrangements

Course Lecturer(s) Office Location: Upstairs Leeward Hall
Course Director Office Location: Upstairs Leeward Hall

Course Support: Tracy Fortune, tfortune@sgu.edu, ext 3373 or 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 will sensitize students to the major issues and principles in the study of conflict management. Topics studied will include a basic understanding of what is conflict, how it arises, the effect of personality and environment, what is negotiation, what are the major negotiation strategies, how does culture affect strategies and creating a win/win situation. “We negotiate much more often than we realize. Effective, ethical negotiation is not intimidation, nor is it chiseling or trickery. Rather, effective negotiation is using knowledge of self and others combined with analysis of information and time, thereby tapping the power to affect behavior. The application of that knowledge and information comprises the personal power to win in any negotiation. In effective, ethical negotiation, both sides win. That concept is merely a restatement of the business tenet that it is not a good deal unless it is a good deal for both sides” (Corvette, 2007, p.2).

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Course Objectives:

Understand the effect of individuals, groups and culture on conflict and negotiation.

Gain a basic knowledge and understanding of the theory and practice behind successful negotiation strategies.

Be able to apply knowledge of rules of negotiation and the negotiation process to business situations through case studies and in class assessments.

Be able to identify the opportunities, challenges and common mistakes of negotiation that businesses are faced with today.

Student Learning Outcomes:

The concept and components of negotiation

The role that personality, culture, groups and individuals play in conflict and negotiation

What is conflict and managing conflict through negotiation and communication

The role of selected psychological and sociological theories and factors and how they are applied in negotiation

The rules and tactics of negotiation, the negotiating process and preparation, types of negotiation style and key negotiating temperaments

The role and use of third party intervention in negotiation

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-3 Ability to effectively apply knowledge of diversity and cross cultural issues to become socially responsible.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Text: DeMarr, B. J. and de Janasz S. C. (2018). Negotiation and Dispute Resolution, 2nd ed.

Supplementary Readings/Resources: Will be provided by the lecturer accordingly.

Course Grading Requirement:

Two (2) End of Chapter Quizzes (45 points each) 30%

Two (2) Group Presentations (10 points each) 20%

Mid-Term Exam (45 points) 20%

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Final Exam (60 points)	20%
Attendance (5 points)	5%
Participation and Group Exercises (20 points total)	5%
Total	100%

Course Requirements:

Quizzes: Students are required to take two end of chapter quizzes. These will be based on the lectures, material discussed in class, and material assigned in the readings. They will be issued in online format via Sakai – Tests and Quizzes; and will comprise of true or false, multiple choice, and/or short essay questions. All quizzes must be taken at the assigned time. The lecturer will provide other necessary information accordingly.

Class Group Exercises: Students will be placed into groups at the start of the semester. Throughout the semester, students will be assigned different exercises for which they must complete in their assigned group. These exercises may include case analyses, chapter discussion questions, web exercises, discussion on videos, etc.

Group PowerPoint Presentations: There will be two (2) group PowerPoint presentations throughout the semester. In assigned groups, students will select one of the chapters covered prior to the Mid-Term Exam and one after the Mid-Term Exam, for which to research and develop a PowerPoint presentation to be delivered to the class. Detailed instructions will follow.

Mid-Term: The Mid-Term will consist of a variation of questions (multiple choice, and true/false) from chapters covered prior to Mid-Term. The exam will be online and issued from Test and Quizzes in Sakai.

Final Exam: The Final Exam will consist of a variation of questions (multiple choice, and true/false) from chapters covered prior to Mid-Term. The format of this exam will be determined before the end of the semester.

Course Schedule:

WEEK/DATE	CHAPTER READING	CLASS/GROUP ACTIVITY
WEEK 1 (Jan. 18, 20, 22)	Course Introduction & Chapter 1: Introduction	
WEEK 2 (Jan. 25, 27, 29)	Chapter 2: The Language of Negotiation	
WEEK 3 (Feb. 1, 3, 5)	Chapter 3: Distributive Negotiations	Group Presentation #1
FRIDAY, FEBRUARY 5, 2021 - QUIZ #1: CHAPTERS 1- 3		
WEEK 4 (Feb. 8, 10, 12)	Chapter 4: Integrative Negotiation	

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WEEK 5 (Feb. 15, 17, 19)	Chapter 5: Conflict and Dispute Resolutions	Group Activity - TBD
WEEK 6 (Feb. 22, 24, 26)	Chapter 6: Understanding Yourself and How that Impacts Negotiations (NOT ON MIDTERM)	
WEEK 7 (Mar. 1, 3, 5)	Chapter 7: Communication in Negotiation	Group Activity - TBD
WEEK 8 (Mar. 8, 10, 12) MIDTERM FRIDAY, MARCH 12, 2021– CHAPTERS 4, 5 AND 7		
WEEK 9 (Mar. 15, 17, 19)	Chapter 8: The Role and Importance of Persuasion in Negotiation	
WEEK 10 (Mar. 22, 24, 26)	Chapter 9: The Nature of the Relationship in Negotiating and Resolving Disputes	Group Activity - TBD
WEEK 11 (Mar. 29, 31; Apr. 2)	Chapter 10: International Negotiations	
FRIDAY, APRIL 2, 2021 - QUIZ #2: CHAPTERS 8 to 10 (April 2nd - Good Friday: Quiz #2 TBD)		
WEEK 12 (Apr. 5, 7, 9) Easter Monday (APRIL 5TH)	Chapter 12: Negotiating in the Workplace No class on Monday	Group Presentation #2
WEEK 13 (Apr. 12, 14, 16)	Chapter 13: Negotiating the Purchase or Sale of an Automobile	Group Activity - TBD
WEEK 14 (Apr. 19, 21, 23)	Chapter 14: Real Estate Negotiations: Commercial and Residential	
WEEK 15	Chapter 15: Negotiating Your Future	

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(Apr. 26, 28, 30)	(NOT ON FINAL EXAM)
WEEK 17 (May 3, 5, 7)	FINAL EXAMS Final Course Exam - TBD Chapters 12, 13, 14

NB: The lecturer will advise of the group presentations and group exercises, ahead of time.

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

Assignment Submission Procedure:

Assignments 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:

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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:

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 424 Sales Management
Number of Credits: 3 credits
Days and Times: Tuesdays & Thursdays 5:30 – 6:45pm
Semester and Year: Spring 2021
Classroom Location: Virtual
Pre-requisite(s): BUSI 204 Principles of Marketing

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: By Appointment

Course Lecturer(s) Office Location: N/A
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 sales management course focuses on the development of selling skills and understanding personal sales and sales management in many different contexts. It is the fourth element of the promotion mix and is the only form of face – to –face selling. It involves direct communication between some kind of sales representative and one or more prospective buyers with the intention of the seller to obtain a sale. This course therefore touches on and includes the management of this interactive process. Furthermore, this course helps prepare students for a career in sales and marketing and begins with the development of a personal selling philosophy or a set of principles which is used as a selling guide, but which incorporates the marketing philosophy, and ends with the management of the sales team.

Course Objectives:

At the end of this course, a participant should be able to:

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1. Define sales and explain sales functions within the context of the marketing concept, strategic planning, and marketing planning.
2. Explain key sales concepts covered in the text and class lectures and be able to apply them to cases and problems.
3. Define “Key Terms” covered in the text and lectures and use them appropriately in oral and written presentations.
4. Demonstrate an understanding of and define the roles of the sales person and the sales manager.
5. Demonstrate an understanding of the different roles of the sales person in different channel settings and environments.
6. Formulate sales proposal and write a sales letter and proposal.
7. Demonstrate competence in writing a sales presentation; develop possible questions and answers, and objections and responses for a business to business sales call.
8. Show how to structure and plan sales calls and demonstrate this knowledge through role playing and a sales simulation.
9. Demonstrate an understanding of the methods for handling objections and closing sales and show this knowledge through role playing and a sales simulation.
10. Solve problems in all the above areas.

Student Learning Outcomes:

1. Develop and implement a sales plan
2. Understand how to create value for the customer within the context of B2B and B2C
3. Develop effective techniques for CRM
4. Understand the traits of effective negotiators

Program Outcomes Met By This Course:

1. PO-1 Apply knowledge, skills and appropriate information technologies in relation to sales, marketing, financial, interpersonal and human relations for effective sales management related decisions in organizations.
2. PO-2 Demonstrate written, oral and presentation skills necessary for effective business and management communication.
3. PO-3 Demonstrate knowledge and skills related to ethical and global issues and the influence of social, economic, legal, regulatory, environmental, and technological issues as well as the impact of demographic diversity on organizations.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Selling Today (12th edition) Manning, Ahearne, & Reece Pearson Publishing

Supplementary Readings/Resources: Marketing Channels (7th Edition), Coughlin, A et al; ISBN: 013191346-8- copies in bookstore, 2 copies in Library Reserve

Course Grading Requirement:

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1. **In-Class Discussions/Assignments/Attendance (15%)**
2. **Quizzes (20%)**
3. **Term Project (65%)**
 - a. **Written Sales Plan Proposal (10%)**
 - b. **Interim Presentation (15%)**
 - c. **Written Sales Plan (25%)**
 - d. **Case Study (15%)**

Course Requirements:

In-Class Discussions (15%)

Students are to come to class prepared having completed any assigned readings and actively contribute to class discussions. As this is an advanced class, the focus is on students and their intellectual value-added to topics covered in class. Students are required to observe the following rules:

1. Good preparation for each class
2. Prompt arrival before each class session begins
3. Complete attendance throughout the course
4. Regular participation in class discussions
5. Attentiveness to other students' comments
6. All cell phones off and no texting or e-mailing during class

In order to earn points, it is not enough to just be physically present.

Quizzes (20%)

There will be 4 quizzes throughout the semester, which will consist of multiple-choice questions, short essays, and/or responses to mini cases.

Term Project (65%)

The class will have a comprehensive term project which is a sales plan for a specific B2B or B2C product or service. The assessment of the project is broken down into several components throughout the semester in order to monitor progress.

Description of Term Project

The term project will be conducted in teams of 5 members. Project teams will need to apply the main themes discussed in class to a sales plan. Each team will be charged with developing an appropriate plan to manage the selling effort for a specific B2B or B2C product or service which will be developed at the start of the semester. Structure, strategy, compensation, training, and other elements will form parts of project.

Each team will decide who plays each of the following roles: VP of Sales; VP of Marketing; Training Manager; National Accounts Manager; Regional Sales Manager. During the project, there will be periodic 'meetings' for all members to discuss aspects of the project with the CEO (the professor).

Your professor will play the role of the CEO of the company; both VPs on the team will report directly to the CEO (the professor). As the teams need additional information or advice from the CEO in the course of their research, teams may contact the CEO regularly via email. Doing so will

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also help keep the CEO up-to-date of the progress of the project. The quality of the team's research is of paramount importance.

The main goal of the project will be a detailed written Sales Plan applying the various topics and concepts covered in class. In addition, each team will present and defend a portion of their sales plan to the "company executives", which will be the class audience and/or other invited faculty. The milestones of the project are outlined below:

Milestones

There are three required deliverables for the project:

- **Written Sales Plan Proposal**

Each team will submit an outline and structure of the Sales Plan including the identification of steps necessary to collect data and other information in order to create a successful sales strategy. This step is necessary as it allows the professor to provide feedback and identify strengths and weaknesses in your project. This step will include an interim presentation to the class (15% of grade).

- **Written Sales Plan**

Each team will write and submit an original Sales Plan based on the team's 'research'. The length of the Written Sales Plan should be 5,000 -5,500 words and follow APA referencing style. (35% of grade)

- **Sales Case Study**

Each team will assess and submit an essay type response to their assigned case study. (15% of grade)

Course Schedule:

Week 1: Chapter 1: Strategic selling – Introduction to Sales Management, Developing relevant business models, products and services;

Week 2: Chapters 1 & 2: Strategic Selling, Customer Strategy, Developing Appropriate Business Models

Week 3: Chapter 3: Creating Value using Relationship Strategies
Quiz 1

Week 4: Chapters 4 & 5: Communication, Adaptive Selling, and Ethics

Week 5: Chapter 6: Creating product and service solutions

Week 6: Chapters 7 & 8: Product-selling strategies that add value; The buying process and buyer behaviour
Quiz 2

Week 7: Interim Presentations

Week 8: Midterm Exam Week (no midterm exam in this course)

Week 9: Chapter 9: Developing and qualifying a prospect base

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Week 10: Chapter 10: Adaptive selling and developing effective presentation strategies

Week 11: Chapter 13: Negotiating buyer concerns

Quiz 3

Week 12: Ch 15: Servicing the sale and developing and building the partnership; Proposal

Week 13: Chapter 16: Discovering sales opportunities

Quiz 4

Week 14: Management of the Sales Force; Case Study

Week 15: Sales Plan Submission

Week 16: Final Exam Week (no final exam in this course)

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 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).

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Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Papers and presentations are to be type written and handed in (not emailed) no later than 4 pm on the day that the assignment is due. It is expected to be your original work, with appropriate credit given to the sources used as references according to the APA Style Manual. Papers will be submitted to TURNITIN, as directed by the Lecturer.

Classroom/Online Etiquette Procedure:

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

An important goal of academic life is intellectual discourse that expands the boundaries of our knowledge by thinking thoughts and discussing ideas that may be new and quite contrary to our usual way of thinking and doing things. A goal of this course is to discuss the material studied and how it may or may not be useful to us in Grenada and elsewhere. However, college students everywhere often enter into heated debates and discussion where too many 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.

Online:

In business meetings, participants are expected to turn off or place mobile devices on silent mode, except for extraordinary circumstances cleared with the meeting Chair in advance. Business professionals are also expected to remain in the meeting until it is finished. Students are expected to model this behavior. So, before entering the class, students are required to turn off/place on silent mode, all smartphones, tablets and any other form of technologies that could disrupt class unless some emergency circumstances exist and are cleared with the Lecturer in advance.

1. Missed Exams

In the event that you students miss an exam, a medical certificate must be presented before being issued a 'make up' exam.

3. Food & Beverages

Food is not permitted during class. Water is the only beverage permitted.

4. Presentations

Personal appearance is just as critical in the virtual space as it is in a physical professional space. A dress code will be enforced for any class presentation which is business attire.

Non-compliance with the dress code may result in mark deductions.

5. Academic Integrity

Students must provide the sources of all referenced material. It is expected that all assignments, papers and presentations be the original work of the students.

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: BUSI 426 Food and Beverage Service Management
Number of Credits: 3
Days and Times: 10:00 – 11:15AM – Tuesday and Thursday
Semester and Year: Spring 2021
Classroom Location: Via zoom platform
Pre-requisite(s): BUSI 312 Travel and Tourism

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 9-10am & 12-1pm;
Tues, Thurs 9:30-11:00am
Course Director Office Hours: N/A

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

Course Support: 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 gives students an applied knowledge of the functioning of the food and beverage service operations. The course focuses on the food and beverage manager as a leader, the role of selecting the right staff, knowledge of food and beverage service, mixology and an overview of wines and the world's wine regions. It is structured to offer both a theoretical and practical perspective of what is entailed in managing any Food and Beverage business.

Course Objectives:

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

- Apply knowledge on selecting and recruiting staff for the food and beverage department
- Apply techniques in food and beverage menu development, cost control, purveying and

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- staffing to manage the guest service experience using a restaurant simulation
- Apply knowledge of responsible alcohol service
- Understand the various styles and types of wines
- Understand the various methods of cocktail making
- Apply techniques in controlling food and beverage quality

Student Learning Outcomes:

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

- Demonstrate knowledge in cost control, menu development and staffing for a restaurant
- Demonstrate knowledge on the styles of table set-up
- Demonstrate knowledge in the types and styles of wines and the major wine regions of the world.
- Demonstrate knowledge of mixology by creating a Cocktail and a Mocktail
- Comprehend how to select the right staff for the food and beverage operations
- Demonstrate knowledge of HACCP sanitation standards for the food and beverage items

Program Outcomes Met By This Course:

1.TH-PO-1 Apply creativity and critical thinking skills to effectively lead, manage and function in the Tourism and Hospitality industry.

2.TH-PO-2 Apply theories of Human Resources, Tourism and Hospitality and Destination planning and development to the local, regional and international Tourism and Hospitality Industry

3.TH-PO-3 Demonstrate proficient written and oral communication skills

4.TH-PO-4 Apply interpersonal relationship skills necessary for effective customer service, cooperation and teamwork in the local, regional and international Tourism and Hospitality Industry

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: Davis, B., Lockwood, A. & Stone, S. (2008). *Food and Beverage Management 4th Ed.* Oxford, United Kingdom. Elsevier Ltd.

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:

Midterm Exams	45%
Group case presentations	15%
Group written case (submission via Sakai)	25%
Individual Forum Discussion	15%
Total	100%

Course Requirements:

Students are required to complete:

Group Research Paper

Students will remain in the groups created and complete a research paper based on a current trend in Food and Beverage Service. The topics can vary from Staffing, Food and Beverage Service Styles, Wines and Spirits, Mixology, Responsible Alcohol Service; the Course Instructor will provide a handout with the instructions, rubrics and paper layout guidelines. Students are encouraged to provide an Outline of the topic and get feedback from the Course Instructor.

CESIM Restaurant Simulation

Students will remain in the groups created and operate a restaurant business virtually. Students will make staffing decisions, food and beverage purchases decision, menu decisions, seating arrangement decisions, managers decisions and generate food and beverage cost reports. An outline will be provided, and students will have one week for a practice round and every week after decisions will be required for 9 weeks. The winning restaurant will be the group with the highest revenue; the Course Instructor will provide a handout with the instructions, rubrics and paper layout guidelines. A written strategic plan based on the operations of the restaurant will be done and submitted via Sakai.

Midterm

Students during the Midterm week period and based on the Midterm Exam Schedule will complete an online Midterm using Sakai. Students must ensure they have access to a Laptops.

Group Case studies

Students will remain in their same group and work on Case studies which will be based on the topics covered during the course. Some cases will be class presentations, and some will be online submission via Sakai, see the Course Outline for the guidelines.

Course Schedule:**Course Outline and Formation of Groups****Guest Speaker- APA, Scholarly Resources and Research Writing****Introducing Food and Beverage Management**

- History of Fine Dining**
- Size and scope of food and beverage operations**
- Food and Beverage Management**
- Managing the meal experience**

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Developing the Concept

- Concept**
- Feasibility study**
- The Business Plan**
- Financing the Operations**
- Facility Design and Layout**

The Menu

- Types of Menus**
- Menu Offerings**
- Menu Pricing**
- Menu Knowledge**
- Beverage Menus**
- Menu Merchandising**

Staffing Issues

- Recruitment**
- Staff Turnover**
- Staff Training**
- Staff Scheduling**
- Supervision and Communication**

Before the guest arrive and initiating the service

- Table Setting**
- Types of Service**
- Station assignments**
- Dining room preparation**
- Studying the menu**
- Food and their accompaniments**
- Closing the dining room**
- Seating guest**
- Taking orders**
- Appropriate Topics of conversation**
- Answering questions**
- Timing the meal**
- Placing orders and picking up orders from the kitchen**

- Practical: Punj-Abi's Restaurant**
- Table setting practical**
- Napkin fold practical**
- Taking and serving food orders**

Video Presentation on Food and Beverage Operations (Tuesday)

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Review for Midterm (Thursday)

Midterm Week (Midterm Exams using Sakai)

Spirits, Liqueurs and Mixology

- Understand the fermentation process
- Explain the distillation process
- Identify what constitutes a spirit
- Understand the various well, call and premium brands of spirits
- Identify the popular brands of spirits
- Understand the various processes to make liqueurs and their distinct flavours
- Understand the methods used to make a cocktail/mocktail
- Understand the ingredients used to make a cocktail/mocktail

Responsible Alcohol Service

- Identify legal restrictions and liability issues affecting the service of alcoholic beverages
- Describe steps to take when checking identification of guests

Explain the physical effect of alcohol in relation to the strength of drinks and the body's rate of absorption

=Guest Speaker= The Experience of Managing a Food and Beverage Operations

Introducing Wines

- What is a wine
- Types of wines
- Handling and storage of wines
- Viticulture
- Vinification
- Wine service
- Quality rating
- Reading a wine label

Wines of France and Italy and some New World Wines

- French quality ratings
- Provinces of France and their wines
- The Region of Champagne
- Unique vinification of Champagne
- Grape varieties
- World renown champagne chateaus
- Italian Wines and popular wine regions

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- Wines of South Africa, Australia and Chile**
- Video Presentation on the Torres Wines of Spain/Chile/California**

Food and Beverage Operations: Purchasing and Storage

- Purchasing and the Purchasing Procedures**
- Price and Quality Performance**
- Purchase of Food**
- Purchase of Beverage**
- Receiving and Storing of Food**
- Stocktaking of Food**
- Receiving of Beverages**
- Storage and Issuing of Beverages**

Sanitation, Safety, Security, Health, and Legal Issues

- Describe the critical role of food sanitation in food and beverage operations**
- Outline preventive steps for workplace safety and the appropriate follow-up and investigation procedures when accidents occur**
- Describe the fundamentals of sound nutrition, how food and beverage operations are addressing guest requests for healthier food options**
- Discuss legal issues of concern to food and beverage operations**

Group Presentations during Tuesday of Week #13

- Practical: Punj-Abi's Bar**
- Spirits**
- Liqueurs**
- Mixology**

Submission via Sakai of Final Research Paper- April 23rd, 2021

Final Exams Week (NO FINAL EXAMS)

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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Assignment Submission Procedure:

LATE SUBMISSIONS

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score.

Classroom/Online Etiquette Procedure:

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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 442 Hospitality Facilities Management and Design
Number of Credits: 3
Days and Times: 5:30 – 6:45PM – Monday and Wednesday
Semester and Year: Spring 2021
Classroom Location: Via zoom platform
Pre-requisite(s): BUSI 427 Culinary Management

Course Lecturer Name(s): Brigette Assing
Course Director Name: Same as above

Course Lecturer(s) Contact Information: BAssing@sgu.edu (473) 444 4175
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Emails can be sent during the period Mon, Tues, Wed, Thurs, Fri 5pm -9pm and a response will be received within 24 hours.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Online
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 provides hospitality managers and students with information they need to know to manage the physical plant of a hotel or restaurant and work effectively with the engineering and maintenance department.

Course Objectives:

1. Identify several important roles played by hospitality facilities, the two primary categories of facility operating costs, the components of each category, and various factors that affect those costs.
2. Describe several types of maintenance, state the goals of maintenance management systems, and describe computerized and Internet-based facilities management.
3. Identify the basic facilities-related concerns associated with guestrooms and corridors, public

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space, recreation and exterior areas, back-of-the-house areas, and the building's structure and exterior.

4. Describe sustainability and its role in the overall business strategy of a hospitality operation, and state some of the principal measure's facilities managers can take to minimize and manage waste.

5. Describe how to reduce occupational injury rates in the hospitality industry and outline how building design and maintenance affect safety.

6. Outline water usage levels and patterns in the lodging industry, and describe the basic structure of Water, Wastewater systems, HVAC systems, Electrical systems, Food preparation area design requirements and the hotel renovation process

Student Learning Outcomes:

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

- Explain various aspects and components of electrical systems, cite important considerations regarding system design and operating standards, and identify elements of an effective electrical system and equipment maintenance program.

- Describe the basic elements of human comfort and how HVAC systems affect this comfort.

- Define basic lighting terms, explain how natural light can be used to meet a building's lighting needs, and describe common artificial light sources.

- Describe laundry equipment and explain factors in selecting laundry equipment and locating an on-premises laundry.

- Describe food preparation equipment, cooking equipment, and sanitation equipment.

- Describe the nature of and typical problems associated with a building's structure, finishes, and exterior facilities, including the roof, exterior walls, windows and doors, structural frame, foundation, elevators, parking areas, storm water drainage systems, utilities, and landscaping and grounds.

- Summarize the hotel development process.

- Explain the concept development process for food service facilities, outline the makeup and responsibilities of the project planning team, and describe food service facility layout.

- List typical reasons for renovating a hotel, summarize the life cycle of a hotel, and describe types of renovation.

Program Outcomes Met By This Course:

1.TH-PO-1 Apply creativity and critical thinking skills to effectively lead, manage and function in the Tourism and Hospitality industry.

3.TH-PO-3 Demonstrate proficient written and oral communication skills

4.TH-PO-4 Apply interpersonal relationship skills necessary for effective customer service, cooperation and teamwork in the local, regional and international Tourism and Hospitality Industry

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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: Hospitality Facilities Management and Design, Third Edition, by David M. Stipanuk.

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 Exam	20%
Class Exercises	15%
Final Project	35%
Final Exam	30%
Total	100%

Course Requirements:

*Students are required to complete
Midterm*

Students during the Midterm week period and based on the Midterm Exam Schedule will complete an online Midterm will be completed online. Students must ensure they have access to a Laptop.

Class Exercises

Students will be provided with various class exercises that will be graded during the semester.

Final Project

Students will be provided with a group project that they will work on. An outline of that project will be provided in a separate handout.

Final Exam

Students during the Final Exams week period and based on the Final Exams Schedule will complete an online Final Exam will be completed online. Students must ensure they have access to a Laptop.

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Course Schedule:

Course Outline

The Role, Cost, and Management of Hospitality Facilities

- ☐ Roles of Facilities in Hospitality Industry
- ☐ Costs Associated with Hospitality facilities
- ☐ Impact of Facility Design on Facility Management
- ☐ Management's Responsibilities
- Responsibilities of facilities department
- Facilities Managers in Lodging operations

Hospitality Facilities Management Tools, Techniques and Trends

- ☐ Facility maintenance and Repair
- ☐ Computerized and Internet Based
- ☐ Budgeting for POM and Utilities
- ☐ Contract Services, Responsibility Accounting and Facility Costs
- CapEx Management
- Facility Benchmarking
- Personnel Management in Facilities
- Training and certification

Facility Systems , Safety and Security

- ☐ Safety and hospatality Industry
- ☐ Building Design, Maintenance and Safety
- ☐ Safety and Guest Bath
- ☐ Fire Safety
- ☐ Evacuation Plans
- ☐ Security
- Terrorism and Other Extraordinary Events

Water and waste Water Systems

- Water Usage in the Lodging Industry
- Water Systems
- Water Quality
- Water heating
- Water system maintenance concerns
- Water for Entertainment and Recreation
- Water conservation

Electrical Systems

- ☐ System design and Operational Standards☐ Staff Turnover
- ☐ System and Equipment Maintenance
- ☐ System Components
- ☐ Electric Utility Billing and Building Operations
- Electric Utility Deregulation
- Telecommunication Systems

Laundry System

- ☐ Laundry Equipment

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- ☐ Laundry Design
- ☐ Laundry Maintenance
- ☐ Emerging Trends in Laundry Operations

Review for Midterm

Mid-term Week (Midterm Exams using Sakai)

Lighting Systems

- ☐ basic Definitions, Light Sources
- ☐ Lightening System Maintenance
- ☐ Energy Conservation Opportunities

Heating, Ventilating, and Airconditioning Systems

- ☐ Factors Influencing Building Comfort
- ☐ Heating Sources and Equipment
- ☐ Cooling Sources and Equipment
- ☐ Guestroom HVAC System Types
- ☐ HVAC Systems in Other Building Areas
- ☐ Other HVAC components

Building Structure, Finishes and Site

- ☐ Exterior Building Structure
- ☐ Building Interiors
- ☐ Exterior Facilities

Lodging Planning and Design

- Development Process
- Planning and Design Process

Renovation and Capital Projects

- Hotel renovations
- Creating the Renovation Plan
- Implementing the Renovation Plan
- After the Renovation

Final Exams Week (FINAL EXAMS)

POLICY INFORMATION

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Plagiarism policy: Academic Integrity

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

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

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

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

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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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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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 Asynchronous Lectures; Wednesdays 3.30 pm to 4.45pm
Semester and Year: Spring 2021
Classroom Location: N/A
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr Winthrop Wiltshire
Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: 1 473 457 1822
Course Director Contact Information: same as above

Course Lecturer(s) Office Hours: Monday, 9 am to 12 noon, Tuesday, 10 am to 12 noon, 1.30pm to 3.30 pm; Wednesday, 2 pm to 3 pm, Thursday, 10 am to 12 noon.
Course Director Office Hours: same as above

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

Course Support: Anna Neckles-Thomas, Email: aneklesthomas@sgu.edu, Phone: Ext 3435
Akima Ventour, Email: aventou2@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This course examines topics such as the nature and properties of matter; atoms, molecules and ions as building blocks of matter; measurements in chemistry; calculations involving chemical formulas and equations; general properties of aqueous solutions; electronic structure of atoms; periodic properties of the elements; basic concepts of chemical bonding; concepts in thermochemistry; characteristic of gases and the gas laws.

Course Objectives:

- 1.0 Display knowledge of basic properties and behavior of matter
- 2.0 Show understanding of the nature of atoms, molecules and ions
- 3.0 Make numerical calculations in relation to chemical reactions and reaction stoichiometry
- 4.0 Demonstrate understanding of thermochemistry
- 5.0 Demonstrate knowledge of the electronic structure of atoms

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- 6.0 Show understanding of the periodic properties of the elements
- 7.0 Demonstrate understanding of the basic concepts of chemical bonding
- 8.0 Display knowledge of molecular geometry and bonding theories
- 9.0 Apply the gas laws to solving problems

Student Learning Outcomes:

- 1.0 Display knowledge of basic properties and behavior of matter
- 2.0 Show understanding of the nature of atoms, molecules and ions
- 3.0 Make numerical calculations in relation to chemical reactions and chemical stoichiometry
- 4.0 Display understanding of thermochemistry
- 5.0 Demonstrate knowledge of the electronic structure of atoms
- 6.0 Show understanding of the periodic properties of the elements
- 7.0 Demonstrate understanding of the basic concepts of chemical bonding
- 8.0 Display knowledge of molecular geometry and bonding theories
- 9.0 Apply the gas laws to solving problems.

Program Outcomes Met By This Course:

- BIOL – PLO1 Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypotheses, interpreting data and communicating results
- BIOL – PLO6 Demonstrate problem solving and critical thinking skills

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Chemistry the Central Science, by Brown, Le May et al.

Supplementary Readings/Resources: Khan Academy

Course Grading Requirement:

Evaluation will consist of 5 quizzes worth 25% of the total course grade, 1 midterm exam weighted 25% of course grade, and a final exam worth 40% of the course grade.

Course Requirements:

Click or tap here to enter text.

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Course Schedule:

- Week 1 January 18: Introduction to CHEM 122, Matter and Measurement,
January 20: Classification and Properties of Matter, Uncertainty in Measurement,
- Week 2 Jan. 25 Dimensional Analysis, Atoms, Molecules and Ions
Jan. 27 Practice Session on Dimensional Analysis, The Periodic Table
- Week 3. Feb. 1 Quiz 1
Feb. 3 Chemical Reactions and Reaction Stoichiometry
- Week 4 Feb 8 Public Holiday
Feb. 10 Quantitative information from balanced chemical equations, limiting reactants and percentage yield.
- Week 5 Feb. 15. Empirical and Molecular formulas
Feb. 17 Reactions in Aqueous solutions, Acid-base and neutralization Reactions, Precipitation Reactions, Oxidation-Reduction Reactions, Concentrations of Solutions
- Week 6 Feb. 22 Quiz 2
Feb 24 Thermochemistry
- Week 7 March 1 Review for Mid Term Exam
March 3 Review for Mid Term Exam
- Week 8 March 8 – 12. MIDTERMS
- Week 9 March 15. Electronic Structure of Atoms
March 17. Electronic Structure of Atoms
- Week 10. March 22. Periodic Properties of the Elements
March 24. Ionization Energies, Electron Affinity
- Week 11. March 29. Quiz 3
March 31. Basic Concepts of Chemical Bonding, Ionic and Covalent Bonding, Octet Rule. Strengths and Lengths of Covalent bonds
- Week 12 April 5 Public Holiday
- Lewis Structures and Resonance; Bond Polarity and Electronegativity
April 7 Quiz 4
- Week 13 April 12. Molecular Shapes and Molecular Orbital Theory
April 14 Ideal Gas Laws
- Week 14 April 19 Application of Gas Laws
- Week 15 April 21 Quiz 5
- Week 16 Final Exams

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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:

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

The course follows all the rules and procedures outline 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*.

Policy/Procedure Related to the Department:

The Biology, Ecology and Conservation Department follows all the 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*.



St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 123 General Chemistry 1 Lab
Number of Credits: 1
Days and Times: Mondays 1:30-3.30 PM and 10:45 PM – 12:45AM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): N/A

Course Lecturer Name(s): Ms. Kafi James Lewis, Ms. Candice Benjamin
Course Director Name: Ms. Kafi James Lewis

Course Lecturer(s) Contact Information: kjames@sgu.edu, cbenjam1@sgu.edu
Course Director Contact Information: Extension 3867

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

Course Lecturer(s) Office Location: Biochemistry Department
Course Director Office Location: Same as above

Course Support: Angel Charles, Email: acharl16@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to basic practical and safety techniques required for a chemistry laboratory. It allows students to apply the scientific process while examining topics such as properties of matter, measurements, chemical formulas, thermochemistry, and basic concepts of bonding and molecular structure.

Course Objectives:

1. To identify good lab safety techniques required in a chemistry laboratory.
2. To describe chemistry laboratory procedures.
3. To apply problem solving techniques to interpret and analyze experimentally derived data.

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

4. To effectively communicate the results in the form of a written laboratory report

Technical Skills Outcomes:

1. Use of electronic balance to measure mass
2. Use of vacuum to accelerate filtration
3. Use of pipette and graduated cylinders to measure volumes
4. Use of litmus paper to test pH levels
5. Use of steam bath to drive off liquid from chemical investigated
6. Use of centrifuge
7. Preparation of hot bath and regulating and maintaining temperature at value
8. Performing flame tests.
9. Use of thermometer
10. Use of a calorimeter

Student Learning Outcomes:

1. Identify the properties of different mixtures
2. Use appropriate techniques to separate components of a mixture based on their properties.
3. Identify types of chemical reactions from experimental data and results
4. Write balanced chemical equations
5. Make numerical calculations in relation to chemical reactions and stoichiometry
6. Identify the properties of substances and solve problems based on these properties.
7. Analyze and perform calculations with thermodynamic functions: enthalpy and specific heat
8. Apply knowledge of basic concepts of chemical bonding and molecular geometry.

Program Outcomes Met By This Course:

BIOL – PLO1 Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypotheses, interpreting data, and communicating results
BIOL – PLO6 Demonstrate problem solving and critical thinking skills

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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

Jan 18 Intro to CHEM 123

Jan 25 No Labs

Feb 1 Separation of Mixtures

Feb 8 No Labs

Feb 15 Types of Reactions

Feb 22 Empirical Formula

March 1 Reactions of copper and percentage yield

March 8 MIDTERM EXAM Week

March 15 No Labs

March 22 Specific Heat

March 29 Calorimetry

April 5 No Labs

April 12 Molecular models

April 19 Review

April 26 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

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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

Student Accessibility and Accommodation Services Policy:

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Assignment Submission Procedure:

All lab reports should be submitted no later than the beginning of the next laboratory session, unless directed otherwise. An assignment will be created on Sakai for this purpose. At the end of every laboratory session data should be verified by the instructor.

Classroom/Online Etiquette Procedure:

Students should adhere to laboratory/course protocol, and should conduct themselves in a professional manner at all times. In the case of an accident students should always inform the instructor.

Policy/Procedure Related to the Department:

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

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

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: Tuesdays 4.30 pm to 5.45 pm and Thursdays 4.00pm to 5.15 pm
Semester and Year: Spring 2021
Classroom Location: N/A
Pre-requisite(s): CHEM 122

Course Lecturer Name(s): Dr Winthrop Wiltshire
Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: 1-473-457-1822
Course Director Contact Information: same as above

Course Lecturer(s) Office Hours: Monday 9 am to 12 noon and 1.30 pm to 3.30 pm
Course Director Office Hours: same as above

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

Course Support: Anna Neckles-Thomas, Email: anecklesthomas@sgu.edu 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 physical properties of substances; properties of solutions; chemical kinetics and chemical equilibrium; acid – base and other types of equilibria; thermodynamics and especially implications for spontaneous and nonspontaneous chemical reactions; electrochemistry with an emphasis on oxidation – reduction reactions.

Course Objectives:

Students able to:

- 1.0 Interpret phase diagrams and understand the relationship between intermolecular forces and the physical properties of chemical substances;
- 2.0 Recognize the various ways of expressing concentrations of solutions and the nature of colligative properties;

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- 3.0 Distinguish between the behavior of strong and weak acids and bases, and carry out calculations of pH, pKa and pKb;
- 4.0 Undertake calculations in chemical kinetics and chemical equilibria;
- 5.0 Make deductions about spontaneity and non-spontaneity of chemical processes in relation to concepts of entropy and enthalpy;
- 6.0 Distinguish between oxidizing and reducing agents and recognize the difference between voltaic cells and electrolytic cells.

Student Learning Outcomes:

- 1.0 Demonstrate knowledge of the impact of intermolecular forces, such as hydrogen bonding, dipole-dipole forces and dispersion forces, on the physical properties of chemical substances;
- 2.0 Show understanding of the nature of solutions in relation to the significance of colligative properties such as osmosis, the relationship between solubility and solubility product, and do calculations based on different methods of expressing the concentration of solutions such as molarity and molality.
- 3.0 Show understanding of conjugate acids and bases and make numerical calculations on acidity and alkalinity based on different behavior of strong and weak acids and bases in terms of pH, pKa and pKb.
- 4.0 Apply the concept of half-life of a chemical process and show understanding of basic chemical kinetics by ability to calculate order of a reaction from experiments with results correlating concentration of reactants and initial reaction rates.
- 5.0 Demonstrate understanding of the principles of chemical equilibria recognizing the non-participation of pure solids and pure liquids in the equilibrium expression
- 6.0 Display knowledge of basic concepts in chemical thermodynamics including ability to make deductions about spontaneity and non-spontaneity of chemical processes in relation to concepts of entropy and enthalpy;
- 7.0 Show understanding of oxidation-reduction processes and the difference between electrolytic and voltaic cells, as well as the calculation of cell potentials.

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.

Re Program Outcomes for Marine, Wildlife and Conservation Biology(Honors) Program:

PLO1 Apply knowledge of the biological and physical components of life, and use this knowledge to understand the interrelationships

SAS Grading Scale: Grades will be assigned as follows:

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

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

Course Materials:

Text: Chemistry the Central Science by Brown, LeMay et al

Supplementary Readings/Resources: Internet resources such as Khanacademy.com

Course Grading Requirement:

Evaluation will consist of 5 quizzes worth 25% of the course grade, a midterm exam worth 35% of the course grade and a final exam worth 40% of the course grade.

Course Requirements:

CHEM 122

Course Schedule:

Jan 19		Introduction to CHEM 124
Jan 21		Liquids and intermolecular Forces
Jan 26		Phase Changes
Jan 28		Properties of Solutions
Feb 2		Solubility and Solubility Product
Feb 4		Expressing Solution Concentration- molarity, molality, mole fraction
Feb 9		Quiz 1
Feb 11		Chemical Kinetics
Feb 16		Chemical Kinetics
Feb 17		Chemical Equilibrium
Feb 23		Chemical Equilibrium
Feb 25		Quiz 2
March 2		Introduction to Acids and Bases
March 4		Review for Mid Term exam
March 8 - 12		Mid Term Exam Week
March 15		Acids and Bases: Bronsted-Lowry Acids and Bases, The autoionization of water, The pH scale, Strong and Weak acids and bases, Conjugate acids and bases, Relationship between K_a and K_b .
March 17		The common ion effect, Buffers, Solubility Equilibria, Acid – Base Titrations
March 22		Quiz 3
March 24		Chemical Thermodynamics: Entropy and the second law of thermodynamics, Entropy Changes in Chemical Reactions; The molecular interpretation of entropy,
March 29		Gibbs Free Energy and Spontaneous Processes; Calculations to determine spontaneity and non-spontaneity.
April 1		Free Energy and the Equilibrium Constant; Free energy and Temperature
April 6		Quiz 4
April 8		Electrochemistry: Oxidation -Reduction Reactions and Oxidation Numbers
April 13		Electrolytic and Voltaic Cells; Determination of Cell Potentials
April 15		Free Energy and Redox Reactions

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April 20		Problem Solving in Electrochemistry
April 22		Quiz 5
April 27		Review for Finals
April 29		Review for Finals
May 3 - 7		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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Student Accessibility and Accommodation Services Policy:

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Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

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

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Policy/Procedure Related to the Department:

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

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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 125 General Chemistry 2 Lab
Number of Credits: 1
Days and Times: Wednesdays 3:00 -5:00 PM and 12:00 – 2:00 AM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): CHEM 122

Course Lecturer Name(s): Ms. Kafi James Lewis, Ms. Candice Benjamin
Course Director Name: Ms. Kafi James Lewis

Course Lecturer(s) Contact Information: kjames@sgu.edu, cbenjam1@sgu.edu
Course Director Contact Information: Extension 3867

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

Course Lecturer(s) Office Location: Biochemistry Department
Course Director Office Location: Same as above

Course Support: Angel Charles, achar116@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to basic practical and safety techniques required for a chemistry laboratory. It allows students to apply the scientific process and develop critical analytical and technical skills through experiments on gas laws, properties of solutions; chemical kinetics and chemical equilibrium; acid-base equilibria; oxidation-reduction reactions

Course Objectives:

Students able to:

1. To demonstrate good lab safety techniques required in a chemistry laboratory.
2. To carry out efficiently chemistry laboratory procedures.
3. To apply problem solving techniques to interpret and analyze experimentally derived data.

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4. To effectively communicate the results in the form of a written laboratory report
5. Understand electrochemistry particularly in relation to oxidation-reduction reactions.

Technical Skills Outcomes:

1. Use of Vernier Gas Pressure Sensors
2. Constructing graphs
3. Use of ice bath and water bath
4. Use of thermometer.
5. Proper use of pipettes, burettes and graduated cylinders
6. Measurement of concentrations
7. Use of pH meters
8. Use of electronic balance

Student Learning Outcomes:

1. Analyze and perform calculations using the ideal gas laws.
2. Show an understanding of the nature of solutions and the significance of colligative properties
3. Determine the rate of a reaction and its dependence on concentration and temperature; calculate order of a reaction from varying concentrations of reactants with overall reaction rate.
4. Identify and balance oxidation-reduction equations, and solve problems based on their quantitative relationship.
5. Identify the characteristics of acids, bases, and salts, and calculate concentrations based on their quantitative relationships.
6. Demonstrate an understanding of Chemical equilibria in aqueous solutions by applying Le Châtelier's principle to predict the effects of concentration, temperature and pressure changes on equilibrium mixtures.
7. Demonstrate an understanding of acid-base equilibrium by constructing and analyzing titration curves; preparation of buffers

Program Outcomes Met By This Course:

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

BIOL – PLO6 Demonstrate problem solving and critical thinking skills

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- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: **Chemistry The Central Science by Brown, LeMay, Bursten et al.**

Supplementary Readings/Resources: N/A

Course Grading Requirement:

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Evaluation will consist of 9 lab quizzes worth 20% of the overall course grade, lab reports worth 50% of the overall course grade, and a final exam worth 30% of the course grade.

Course Requirements:

CHEM 122

Course Schedule:

Jan 20 Introduction to CHEM 125
Jan 27 Graphical Analysis 4
Feb 3 Boyle's Law – Online Simulation
Feb 10 No Labs
Feb 17 Colligative properties – Lab Demo Video
Feb 24 Reaction Rate - Lab Demo Video
March 3 Acid-Base Titration – Lab Demo Video
March 10 No Labs - Midterm week
March 17 Le Châtelier's Principle – Lab Demo Video
March 24 Acid Base Equilibria – Lab Demo Video
March 31 Buffers
April 7 No Lab
April 14 Redox titration
April 21 Review
April 28 Final Exam

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Assignment Submission Procedure:

All lab reports should be submitted no later than the beginning of the next laboratory session, unless directed otherwise. An assignment will be created on Sakai for this purpose. At the end of every laboratory session data should be verified by the instructor.

Classroom/Online Etiquette Procedure:

Students should adhere to laboratory protocol, and should conduct themselves in a professional manner at all times. In the case of an accident students should always inform the instructor

Policy/Procedure Related to the Department:

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

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**ST. GEORGE'S UNIVERSITY
SCHOOL OF ARTS & SCIENCES**

GENERAL CONCEPTS IN CHEMISTRY 1

CHEM 130

COURSE OUTLINE

Instructor: Trevor Wildman

Course Title: GENERAL CONCEPTS IN CHEMISTRY I

Course No: CHEM 130

Course Credits: 4

Course Description:

This is an accelerated course for Post-Baccalaureate students and is designed to get students intimately familiar with scientific vernacular, chemical symbols and notation. The nature of atoms and molecules in predicting the properties and behavior of more complex systems will also be studied. The periodic table will be used to illustrate trends in physical and chemical properties and chemical bonding. The gas laws will also be studied to provide an understanding quantitative relationship between pressure, volume, temperature and their effect on a population of gas molecules. Finally, the energy relationships of chemical reactions will be introduced during the discussion of the laws of thermodynamics.

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:

Quizzes	15%
Exam 1	25%
Exam 2	25%
Exam 3	25%
Laboratory	10%

Week	Topics	Textbook Reference
1	<p>Classification of Matter</p> <ul style="list-style-type: none"> • States of matter • Elements, compounds, mixtures <p>Physical Measurements</p> <ul style="list-style-type: none"> • Measurement & significant figures • SI Units • Dimensional Analysis <p>Atomic Theory and Atomic Structure</p> <ul style="list-style-type: none"> • Structure of the atom • Isotopes • Atomic weights • Periodicity I <p>QUIZ 1</p>	<p>p40-</p> <p>p52-</p> <p>p78-</p>
2	<p>QUIZ 2</p> <p>Chemical Names and Formulae</p> <ul style="list-style-type: none"> • Binary compounds • Tertiary compounds • Acids • Introduction to organic compounds <p>Writing and Balancing Chemical Equations</p> <ul style="list-style-type: none"> • Writing chemical equations • Balancing chemical equations • The Mole Concept I 	<p>p94-</p> <p>p120-</p>
3	<p><i>Lab 1</i></p> <p>QUIZ 3</p> <p>Writing and Balancing Chemical Equations</p> <ul style="list-style-type: none"> • The Mole Concept II • Stoichiometry • Limiting reactants <p>Types of Chemical Reactions</p> <ul style="list-style-type: none"> • Precipitation reactions • Acid-Base reactions • Oxidation-Reduction reactions • Neutralization reactions <p>Exam 1</p>	<p>p129-</p> <p>p162-</p>

4	<p><i>Lab 2</i> Quiz 4</p> <p>Working with Solutions</p> <ul style="list-style-type: none"> • Concentration of solutions • Dilution • Solution Stoichiometry <p>Thermochemistry</p> <ul style="list-style-type: none"> • Energy and its units • Heat of reaction • Enthalpy and enthalpy change 	<p>p184-</p> <p>p204-</p>
5	<p>Thermochemistry continued</p> <ul style="list-style-type: none"> • Thermochemical equations • Applying stoichiometry to heats of reaction • Measuring heats of reaction • Hess's Law • Standard enthalpies of formation <p>Quantum Theory of the Atom</p> <ul style="list-style-type: none"> • Quantum numbers and atomic orbitals • Electron spin and Pauli Exclusion principle • Writing electron configurations • Orbital diagrams of atoms: Hund's Rule • Periodicity II <p>Exam 2</p>	<p>p219-</p> <p>p250-</p>
6	<p><i>Lab 3</i> QUIZ 5</p> <p>Periodic Properties of the Elements</p> <ul style="list-style-type: none"> • Development of the periodic table • Periodic trends <p>Chemical Bonding</p> <ul style="list-style-type: none"> • Describing ionic bonds • Describing covalent bonds • Molecular geometry: VSEPR Theory • Polar covalent bonds: Electronegativity • Writing Lewis dot structures 	<p>p294-</p> <p>p336-</p>
7	<p>QUIZ 6</p> <p>Chemical Bonding continued</p> <ul style="list-style-type: none"> • Resonance • Bond energy <p>Gas Laws</p> <ul style="list-style-type: none"> • Empirical gas laws • The ideal gas law • Stoichiometry problems involving gas volumes • Partial pressures 	<p>p319-</p> <p>p436-</p>
8	<p>Exam 3</p>	



St George's University

School of Arts and Sciences

Department of Biology, Ecology & Conservation

Course Code and Title: CHEM 219/ GENERAL CONCEPTS IN ORGANIC CHEMISTRY 1

Semester and Year: SPRING SEMESTER, 2020

No. of Credits: 4

Pre-requisite(s): Successful completion of General Chemistry 2

Classroom Location: ZOOM

Course Director: RICHARD JACQUES (pronounced as "Jakes")

Course Instructor: Richard Jacques

Course Instructor's Contact Information: Email: rjacques@sgu.edu; richestjac@hotmail.com

PHONE/What's App: 1 (473) 456-8736

Course Management tool: SAKAI: MyCourses

Course Description:

This course is a half-semester exercise to introduce post-baccalaureate students who may have no previous knowledge of Organic Chemistry to the basic foundations of the subject. It introduces students to the basic principles and concepts of Organic Chemistry.

It includes the nomenclature and classification of organic molecules; and the structure and reactivity of the hydrocarbons (alkanes, alkenes and alkynes), alkyl halides and alcohols; the study of substitution and elimination reaction mechanisms.

Course Objectives:

This course introduces students in science-related majors to the basic concepts of Organic Chemistry. The course would give students an understanding of the scope of Organic Chemistry and lay the foundation for future studies in Chemistry, Biology and Biochemistry.

Student Learning Outcomes:

Students would

1. Apply basic knowledge of chemistry towards understanding the fundamental principles of Organic Chemistry
2. Apply knowledge of the functional groups present in organic compounds to understand the chemical reactions that they undergo
3. Demonstrate problem solving and critical skills

Program Outcomes Met By This Course:

On successful completion of this course, students should transition seamlessly into CHEM 220

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. *et al* (Pearson).

{The 8th Edition is closely related to the 9th, and can be used}.

Supplementary Reading/ Resources: Organic Chemistry (Sixth Edition), Paula Yurkanis Bruice (Pearson). ISBN 10: 0-321-69768-5; ISBN 13: 978-0-321-69768-4

On-line Organic Chemistry resources available via the Internet – YouTube & other platforms

TEACHING METHODOLOGY

Lectures / Videos / Handouts

Each “module” would be accompanied by a worksheet with questions to strengthen students’ understanding of the content taught. Each student is expected to make a genuine attempt at the questions before the answers are discussed in class (during the live sessions). Quiz and Exam questions would be modelled on the questions in the worksheets. **{see details below}**

CLASS SCHEDULE & TIMES:

Tuesdays AND Thursdays: 12:00 PM – 1:15 PM and 9:00 PM – 10:15 PM

Course Requirements and Percent of Grade:

Students would be evaluated by In-Class Assessments and a Final Exam. The evaluation method is still being worked out due to the circumstances; would be an online system the university uses.

The course grade is determined as follows: (TENTATIVE; may undergo some adjustment)

In-Class Assessments: 40%

LABS: 20%

Final Exam: 40%

(The Lab component of the course consists of videos which you would view, & then complete the accompanying lab worksheets)

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2008/2009, page 45) states as follows:

“Plagiarism is regarded as a cardinal offence in academia because it constitutes theft of the work of someone else which is then purported as the original work of the plagiarist”

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

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

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

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

Attendance Policy

Students are expected to attend all classes 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: molecular geometry, bond dipole moments and molecular dipole moments, formal charge, rules of electron movement

Module 2: Hybridization in carbon compounds

Objectives:

Students would understand the ability of carbon atoms to form different hybrid atomic orbitals

Module 3: Physical and Chemical properties of the Alkanes and Cycloalkanes

Objectives:

Students would be exposed to the structural formulae and conformations of alkanes/cycloalkanes
Students would investigate the physical properties and the chemical reactions of alkanes

Module 4: Chemistry of the Alkyl Halides & Alcohols

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
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 5: Alkene Chemistry

Objectives:

Study would investigate the physical properties, nomenclature and geometric isomerism of the alkenes
Students would understand the reactivity of the double bond functional group

Students would investigate the reactions of alkenes, including syntheses

Module 6: Alkyne Chemistry

Objectives:

Students would understand the reactivity of the triple-bond functional group

Students would investigate the reactions of alkynes, including syntheses

Module 7: 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 – **General Concepts in Organic Chemistry 1 (CHEM 219)**

March 2021

Welcome to CHEM 222 (Organic Chemistry 1, commonly referred to as “O Chem 1”).

My name is Richard Jacques (pronounced “JAKES”). I look forward to guiding you through the upcoming fifteen (15) weeks, so that at the end of the semester you are qualified to move on to Organic Chemistry 2.

I do not take my commitment to teaching you lightly. Likewise I expect that you would commit yourself to ensure that you do well in this course.

As you are aware, the course is fully online this semester. I assume that by this time you have adjusted from the normal classroom to this “new normal” way of content delivery. It is going to be a challenge to both you and myself. I estimate that 90% of the teaching is asynchronous; with only the 75 – minute weekly Zoom sessions having us in direct contact. What should be clear to you is this: the synchronous sessions would be discussion–based; a time for me to answer your questions and clarify your concerns which arise from the previous week’s asynchronously delivered content. This means that **you must study the uploaded material before we meet up online.**

As you have seen from the Syllabus, the content is divided into modules, or “chunks”. And within each “chunk”, there would be “sub-chunks”. For this semester, it would be presented *via* handouts, power points and occasional Panopto videos. The handouts/ power points would be put up in Resources tool in MyCourses (Sakai) in a timely manner; the videos would be recorded and uploaded for you to access in/on the Panopto platform.

To help you along, the content for each “chunk” would be accompanied by at least one worksheet with questions **to test your understanding of the content.** Most (98%+) of the questions which would turn up in your evaluations (quizzes, midterm & final exams) come from these worksheets!! We would use at least 50% of each Zoom class to go through the worksheets, so that as a group you (we) would work through the answers.

The resources provided by the **Department of Educational Services (DES)** are critical to your success, particularly in the environment you are currently in. DES employs “Peer Learning Facilitators” and tutors for this course (“peer learners” are usually students who did well in OCHEM 1 the previous semester). You can also form little study groups and work together on the worksheets.

DES should be up and running in Week 2. DES have their notification methods so you should be hearing from them this week

What about evaluation of your progress? You would see in the course outline (syllabus) that your final course grade would consist of: Quizzes - 40%/ Midterm - 20% & Final -40%. Quizzes are going to be on Sakai (Tests & Quizzes). The Midterm and Final exams would be on ExamSoft platform. There would be at least five (5) quizzes consisting of MCQs and True & False questions.

What we would have to discuss & come up with is: a suitable day in each week for administering a quiz. {In the past, the open lab (CHEM 223) sessions have been utilized for the Sakai quizzes}. Unfortunately, because the quizzes would carry different point values, the gradebook would not allow the lowest score to be dropped.

We would have only TWELVE (not 14) Zoom teaching sessions this semester! We are losing Week 4 (February 8th) and Week 12 (April 5th) – those days are Public Holidays in Grenada (hence, no classes). So, we are going to have to fit the content into a shorter time frame. (Week 8 is set aside for midterm exams & week 16 is Finals week).

Course Evaluation

Evaluation is a necessary component of any course. Just as you, the student, anticipate a fair and accurate evaluation of your 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 as students' needs and expectations are considered. In other words, **your evaluation of the course at the end of the semester may lead to those who come after you having it *easier*.**

{You would be given a reminder about course evaluation towards the end of the semester}

I look forward to a great semester and I hope you do also.
Good luck to all of us.

*Richard Jacques
January 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: SPRING SEMESTER, 2021

No. of Credits: 1

Pre-requisite(s): Students must be taking CHEM 222

Location: (VIRTUAL) SCIENCE LAB (South), Ground Floor, SCIENCE BUILDING

Course Director: Richard Jacques

Course Instructor: RICHARD JACQUES

Lab Technicians: Mr. Devon Nedd, Ms. Reeba Lewis

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: 1:00 PM – 3:00 PM/ Session 2: 10:00 PM – 12:00 AM Thursday
(Grenada time)**

Course delivery: Lab Handouts and videos uploaded onto Sakai

Course Objectives:

This course is designed to complement CHEM 222 so as to build students' understanding of theoretical concepts

Student Learning Outcomes:

Students should be able to apply the scientific process towards testing hypotheses, and interpreting data/results obtained.

Students should also demonstrate effective written communication skills when submitting their lab reports.

Students should demonstrate problem solving and critical thinking skills

Program Outcomes Met By This Course:

This course gives students experience in doing lab work in Organic Chemistry. It prepares students for laboratory sessions in Organic Chemistry 2 and Biochemistry.

Grades will be assigned as follows:

A = 89.5% & higher

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Course Materials:

The relevant handout for a Lab exercise would be posted in the Resources tool in Sakai for the course (CHEM 223) in reasonable time to allow for discussion during the online session.

Course Requirements and Percent of Grade:

Each lab grade counts towards your final grade. Each lab carries a different weight towards the final grade.

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. 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](#)

Students are expected to be online for ALL scheduled lab sessions.

[Assignment Submission policy](#)

Lab reports are to be uploaded to the assigned Drop Box in Sakai during the time parameters given. Points would be deducted for extremely late submissions

[Classroom Etiquette](#)

Labs which are on the schedule are:

Lab 1 - Molecular Models

Lab 2 - Classification of Functional Groups

Lab 3 - Alkane Lab: hexane/cyclohexane – reactions

Lab 4 - Alkyl halide – Iodoethane

Lab 5 - Reactions of alcohols

Lab 6 - Qualitative analysis – enthalpy of combustion / two alcohols

(Possible Lab 7: Synthesis of Esters)

Richard Jacques/January 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: Wednesdays at 10.00am and repeated 7.00pm
Semester and Year: Spring 2021
Classroom Location: Virtual classroom. Lectures will be delivered online via zoom
Pre-requisite(s): CHEM 222 & 223

Course Lecturer Name(s): Janelle Hinds
Course Director Name: Janelle Hinds

Course Lecturer(s) Contact Information: Jhinds2@sgu.edu
Course Director Contact Information: Jhinds2@sgu.edu

Course Lecturer(s) Office Hours: TBD
Course Director Office Hours: TBD

Course Lecturer(s) Office Location: Virtual via Zoom
Course Director Office Location: Virtual via Zoom

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

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

COURSE CURRICULUM INFORMATION

Course Description:

Chemistry 224 is a continuation of the material covered in Chemistry 222. Both constitute the one-year organic chemistry required by most professional schools. Lecture topics include but not limited to the structure, reactivity and synthesis of carbonyl compounds (Aldehydes, ketones, carboxylic acids, anhydrides, acyl halides, esters and amides), amines, aromatic compounds, and biologically related molecules (Carbohydrates, amino acids, and proteins). The course will also introduce students to spectroscopy, which is used for the characterization of chemical structures in organic chemistry.

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

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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.

Course Grading Requirement:

The assessment will include:

- Exam 1 – 15%
- Exam 2 – 30% (**Mid-term**)
- Exam 3 – 15%
- Exam 4 – 35% (**Final**)

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There will also be two online quizzes valued at **2.5% each**.

Course Requirements:

There are two modes of delivery for this course - Synchronous and asynchronous. The synchronous will involve live lectures on Zoom (An on-line platform) and Turning point, while the asynchronous will involve powerpoint presentations, recorded sessions, YouTube videos and Sakai forums. Students are expected to attend these lectures at the scheduled dates and times as if it were a physical classroom.

Course Schedule:

Please note that all session learning objectives (SLO) are available in Sakai

Lecture Spring 2021

Organic Chemistry II (Chem 224) Schedule Spring 2021

Highlighted in yellow are Online meetings via Zoom on Wednesdays @10 a.m. & 7p.m.

PS. 7PM class only available to Pre-med students NOT SAS students

Lecture	Week	Date	Online live session	DLA	CHEM 224 - Topics
01	1	Jan 20	L1	1	Introduction
02		Jan 20	L1	2	<i>Aromatic compounds</i> - Structure of Benzene, stability, aromaticity and Nomenclature of Aromatic compounds
03		Jan 22		3	Electrophillic aromatic Substitution Reactions: General mechanisms. Halogenation, Nitration, Sulfonation and Desulfonation etc
04	2	Jan 25		4	The Friedel – Crafts Alkylation and Acylation reactions, and Clemmensen reduction
05		Jan 27	L2	5	Substituent effects in Electrophillic Aromatic substitution
06		Jan 29		6	Nucleophillic Aromatic Substitution (Addition – Elimination)
07	3	Feb 1		7	<i>Alcohols</i> -Classification of alcohols (1°, 2° and 3°)
08		Feb 3	L3	8	Synthesis of alcohols from Reduction of Carbonyl compounds and Grignard reaction with carbonyl compounds (aldehydes, ketones, carboxylic acids and esters)
09		Feb 5		9	Reactions of alcohols: Dehydration, Oxidation, reduction, esterification, conversion to Ethers and biological oxidation
		Feb 7			Public Holiday
	4	Feb 8			Public Holiday celebrated
		Feb 10			Exam 1
10		Feb 15		10	<i>Aldehydes and Ketones</i> : Structure and reactivity of the carbonyl (C=O) group.

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11		Feb 17	L4	11	Nomenclature of aldehydes and ketones
12	5	Feb 19		12	Synthesis of Aldehydes and Ketones: From Alkenes, Alcohols, Nitriles, Acid chlorides and Esters.
13	6	Feb 22		13	Reactions of Aldehydes and ketones: Oxidation of Aldehydes, Nucleophilic addition reactions of the following: Hydride and Grignard reagents (Alcohol formation), Water (hydrate formation), Alcohol (Acetal formation), and Amines (Imine formation)
14		Feb 24	L5	14	Carboxylic acids & Derivatives: Carboxyl group, acidity of carboxylic acids and effects of substituents, Common names versus IUPAC names
15		Feb 26		15	Synthesis of Carboxylic acids
16	7	Mar 1		16	Carboxylic acids & their reactions: General mechanism for nucleophilic acyl subst. Conversion of carboxylic acids to Acid chlorides, Esters, Amides & Alcohol
17		Mar 3	L6	17	Spectroscopy & structure determination
18		Mar 5		18	Electromagnetic spectrum basics
8		Mar 8 - 11			Exam II (Midterm Exam)
19	9	Mar 15		19	Infrared Spectroscopy of Organic Molecules
20		Mar 17	L7	20	Interpreting Infrared Spectra
21		Mar 19		21	Mass spectrometry (MS)
22	10	Mar 22		22	Nuclear Magnetic Resonance Spectroscopy
23		Mar 24	L8	23	Ultraviolet Spectroscopy
24		Mar 26		24	Interpreting Ultraviolet Spectra: The Effect of Conjugation
25	11	Mar 29		25	Ethers, Epoxides: Structure, bonding in Ethers, and properties
26		Mar 31	L9	26	William Ether synthesis, Reactions of epoxides with Grignard reagents
					Review
		Apr 2			Good Friday – Public Holiday
		Apr 5			Holy Monday – Public Holiday
12		Apr 7 -9			Exam III
27	13	Apr 12		27	Amines: Structure, properties & Nomenclature
28		Apr 14	L10	28	Synthesis of Amines: Reductive amination of aldehydes and ketones, reduction of nitrobenzene, reduction of nitriles and amides
29		Apr 16		29	Reactions of Amines: with ketones, aldehydes, acid chlorides, nitrous acid, alkyl halides and oxidizing agents
30	14	Apr 19		30	Carbohydrates: Classification of carbohydrates, Stereochemistry and Isomerism

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31		Apr 21	L11	31	Cyclic formation – Hemiacetal and hemiketal
32		Apr 23		32	Disaccharides and polysaccharides
33	15	Apr 26		33	Proteins: Structure and Stereochemistry of the α -Amino acids. Grouping of a-acids
34		Apr 28	L12	34	Acid Base Properties of Amino Acids Classification of Proteins Levels of Protein Str'
35		Apr 30		35	Lipids: Classification of lipids, triglycerides and phospholipids
		May 3			Review
	16	May 5 - 7			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.

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Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

The course follows all the rules and 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*.



St. George's
University

CHEM 225

ORGANIC CHEMISTRY II LABORATORY

LABORATORY MANUAL, Spring 2021

Instructor: Janelle Hinds

MONDAYS: 5.30 – 7.30 PM (Virtual Lab. via Zoom)

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. Demonstrations on physical and chemical experimental methods used to identify organic compounds and some reactions that would synthesize some organic compounds

Learning outcomes:

At the end of this course, students

- Would be able to perform many practical chemical techniques.
- Should have 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 Laboratory assignments (60 points), Lab exam I (20 points) and Lab exam II (20 points).

Grading:

The labs will be given to students as assignments. Experimental data will be provided for analysis, from which students can make deductions and arrive at conclusions. These will be submitted via turn-it-in in the assignment folder on MyCourses.

Each lab assignments (labs 2 – 9) will be graded to a total of 10 points per lab.

Best six of eight assignments will count towards final grade: 6 x 10: Total of 60 points from assignments.

Lab Exam 1 (MCQs on ExamSoft) from labs 1 – 5: Total of 20 points.

Lab Exam 2 (MCQs on ExamSoft) from labs 6 – 9: Total of 20 points.

Students cannot re-do the labs that they have missed.

ONLY SIX OUT OF EIGHT LABS WILL CONTRIBUTE TOWARDS THE FINAL GARDE.

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:

- 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 characteristic 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.

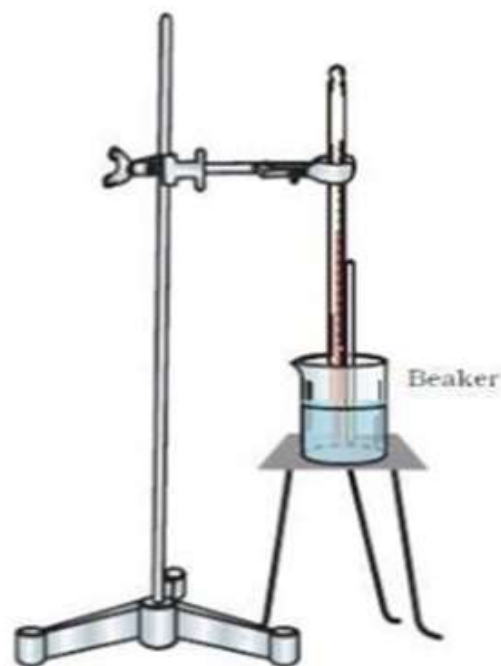


Fig1: Set up of the apparatus for melting point experiment

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. 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, on alcohols A, and the unknown provided.
- To distinguish the various types alcohols, perform tests d and e on all the alcohols provided including the unknown.
- Perform tests f, g, and h on phenol.
- Write equations for tests b, c, d, e, g and h.

Tests	Observation	Inference
<p>a) Solubility</p> <p>Test the solubility of alcohol, by taking about 1ml of alcohol 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 the alcohol 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>Add about 5 cm³ each of iodine into two test tubes. Then add 5 drops of ethanol to one tube and 5 drops of Propan -1- ol into the other.</p> <p>Now 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. 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>		

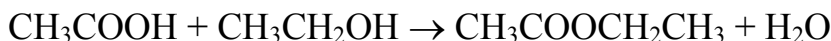
Tests	Observation	Inference
<p>h) Iron (III) chloride</p> <p>To a solution of phenol add 1 drop of iron (III) chloride</p>		

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.

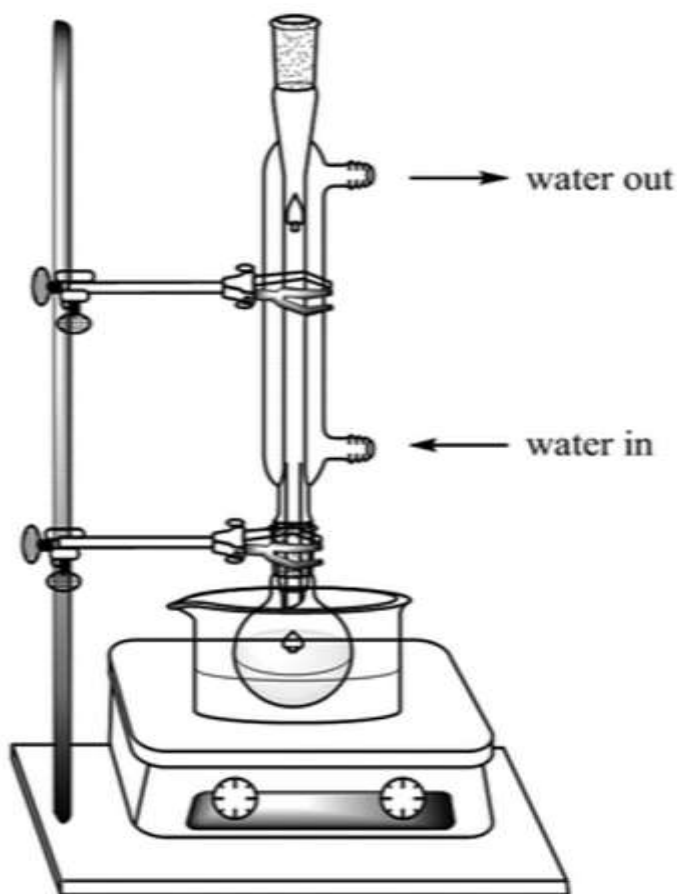


Diagram: Showing set up of apparatus for preparation of ethyl acetate

- 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.

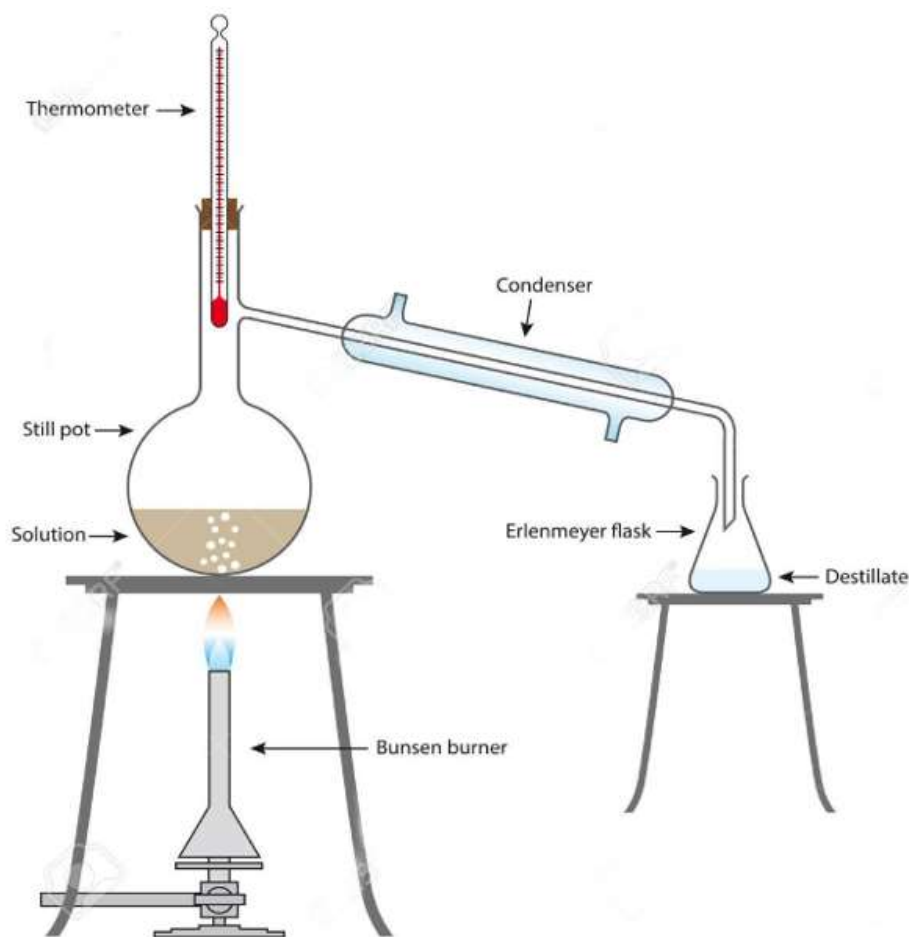


Diagram: Showing set up of apparatus for distillation of ethyl acetate

- 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.

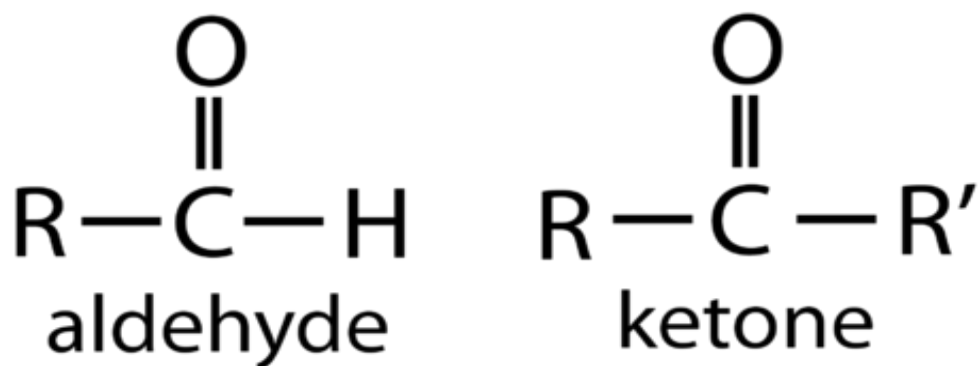
QUESTIONS:

- 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.

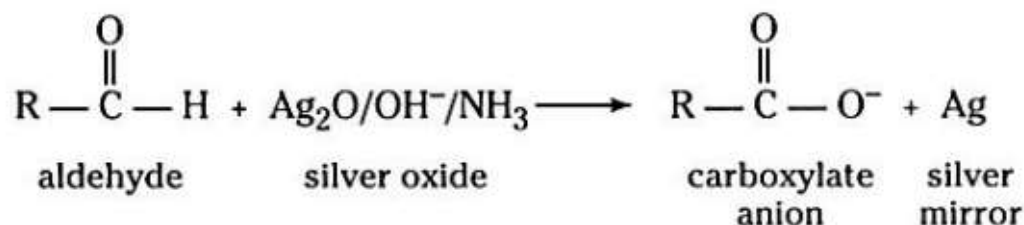
Principle: Both aldehydes and ketones contain the carbonyl group, and both undergo nucleophilic addition reactions, with nucleophiles.



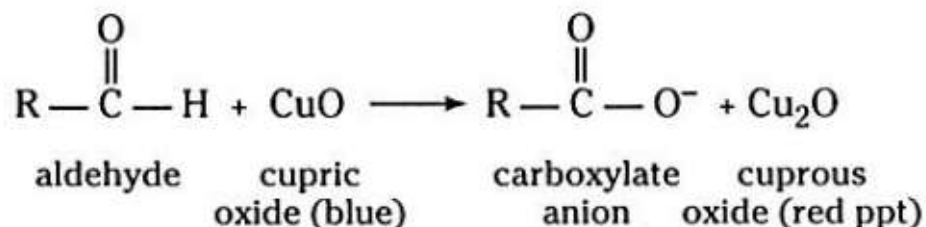
However, while aldehydes are easily oxidized to yield carboxylic acids, $\text{RCHO} \rightarrow \text{RCO}_2\text{H}$, ketones are unreactive toward oxidation. This reactivity difference is a consequence of structure: aldehydes have a (-CHO) proton that can be removed during oxidation, but ketones do not. In other words, Aldehydes can be oxidized (Removal of hydrogen from it), because the carbon of the carbonyl group has hydrogen attached to it. Ketones have none. Compounds which are oxidized act as reducing agents.

Aldehydes can be distinguished from ketones by their reaction towards the following mild oxidizing agents:

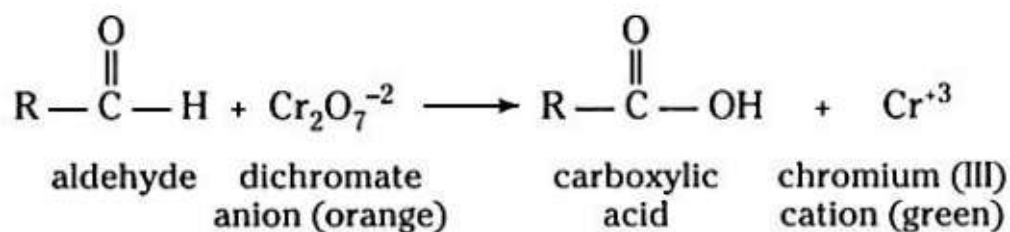
- i. Silver oxide in ammonia (to yield a silver mirror), otherwise known as **Tollens' test**.



- 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.

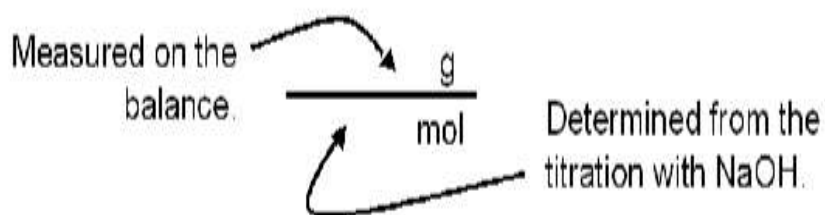
Principle: At the equivalence point of the titration, the moles of OH⁻ (base) are equivalent to the moles of H⁺ (acid) in the sample. The moles of OH⁻ added to the solution from a burette are calculated from the concentration of the base (MOH) and the volume of base (VOH) added, as:

$$M_{OH^-} \left(\frac{\text{mol}}{\text{L}} \right) V_{OH^-} (\text{L}) = n_{OH^-} (\text{mol})$$

Because it is a monoprotic acid, the moles of acid are equal to the moles of OH⁻ at the endpoint of the titration.

$$n_{OH^-} (\text{mol}) = n_{acid} (\text{mol})$$

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.		

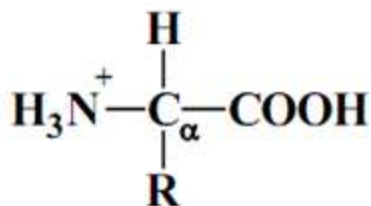
LAB #8: TITRATION OF AN AMINO ACID (GLYCINE)

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) 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].
- 2) What is the mathematical relationship between pKa and PI ?
- 3) Obtain the value of pI (isoelectric point) from the graph.
- 4) What is a zwitterion?
- 5) Draw the structure of glycine and state why glycine is unique compared to the other amino acids.

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).

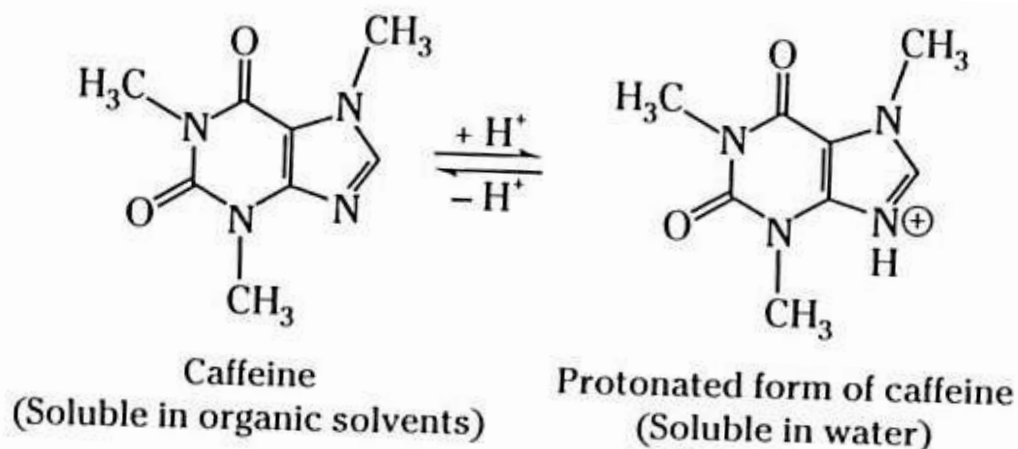
For example, 6.67g of phenol is dissolved in 100ml of water, while 8.33g will dissolve in 100ml of benzene, the distribution coefficient will be:

$$K_p = (8.33\text{g}/100\text{mL})_{\text{benzene}} / (6.67\text{g}/100\text{mL})_{\text{water}} \\ = 1.25$$

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 ethanol and Na, phenol and NaOH and between ethanoic acid and Na_2CO_3 .

CHEM 225 Laboratory Schedule – Fall 2020

Lab#	Week	Date	Topic
1	1	17/08/20	Introduction/Lab Safety
2	2	24/08/20	Determination of the melting point of an organic compound.
3	3	31/08/20	Reactions of alcohols and phenol
	4	Sept 07 - 11	NO Labs
4	5	14/09/20	Qualitative tests for Aldehydes and Ketones
5	6	21/09/20	Formation of ester (Preparation of Ethyl acetate)
	7	28/09/20	Lab Exam 1
	8	Oct. 05 - 09	Midterm Week (No Labs)
6	9	12/10/20	Determination of an unknown carboxylic acid
7	10	19/10/20	Reactions of Amines and carboxylic acid
8	11	26/10/20	Titration of an amino acid (glycine)
	12	Nov. 02 - 06	No Labs
9	13	09/11/20	Isolation of Caffeine from tea.
	14	16/11/20	Lab Exam 2
	15	23/11/20	Review
	16	Nov. 30 – Dec 4th	Final Exam Week (No Labs)



Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 300 Biochemistry for Life Sciences
Number of Credits: 4
Days and Times: Live sessions on Tuesdays at 10 am
Semester and Year: Semester 1, Year 3
Classroom Location: Virtual classroom. Lectures will be delivered online via Zoom
Pre-requisite(s): BIOL 220/221 and General chemistry 1.

Course Lecturer Name(s): Janelle Hinds and Bawo Teddy Ikolo
Course Director Name: Janelle Hinds

Course Lecturer(s) Contact Information: janellejhinds@gmail.com and tikolo@sgu.edu
Course Director Contact Information: janellejhinds@gmail.com

Course Lecturer(s) Office Hours: Tues, Wed, & Thurs 2- 4pm. Mondays 10 – 12pm
Course Director Office Hours: Mon, Tues, & Thurs 2- 4pm.

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

This is a one semester course that will introduce students to the Chemistry of living systems at cellular and molecular levels. It will provide an overview of the cell structure, organization and function. The course will also outline the roles of macromolecules, including carbohydrates, proteins, lipids and nucleic acids in living systems. Cellular communication and energy production within the cell will also be examined. Biochemical aspects will be integrated with discussions on human health and disease.

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

Course Objectives:

To critically examine the cell as a unit of life and describe its general structure, Organization and function, including its organelles

To provide a basic description of how cells communicate, transport materials and obtain their energy from biomolecules.

To integrate biochemical pathways as they relate to human health and disease conditions.

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.

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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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 -Proctortrack.

Course Requirements:

There are two modes of delivery for this course - Synchronous and asynchronous. The synchronous will involve live lectures on Zoom (An on-line platform) and Turning point, while the asynchronous will involve Ppt presentations, recorded sessions, youtube videos and Sakai forums. Students are expected to attend these lectures at the scheduled dates and times as if it were a physical classroom.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

Click or tap here to enter text.

Lecture	Date	Week	Topic	DLA/Live	Textbook	Professor
01	Jan. 19	1	Introduction to Biochemistry	Live	Prin. Of BCH CHP 1	Hinds, J
02	Jan. 21		Molecules and chemical reactions of life	DLA		Hinds, J
03	Jan. 22		Cell structure and function	DLA		Hinds, J
	Jan..26	2	Live online zoom session	Live		Hinds, J
04	Jan. 26		Proteins structure and function I	DLA		Ikolo, F.
05	Jan. 28		Protein structure and function II	DLA	LIRB CHP 1-5	Ikolo, F
06	Jan. 29	Enzymes structure and function	DLA	Ikolo, F		
	Feb. 02	3	Live online zoom session	Live		Ikolo, F.
07	Feb. 02		Carbohydrates structure & function I	DLA	Prin. Of BCH CHP 8	K. James
08	Feb. 04		Carbohydrates structure & function II	DLA	Prin. Of BCH CHP 8	K. James
	Feb. 05		Integrated: Protein misfolding diseases	Live		
	Feb. 9 - 12	4	Exam I			
	Feb. 16	5	Live online zoom session	live		K.James
09	Feb. 16		Introduction to lipids	DLA	Prin. Of BCH CHP 9	Hinds, J
10	Feb. 18		Lipids & Biological membranes	DLA		Hinds, J
11	Feb. 19		Membrane transport	DLA	LIRC&M CHP 13-19	Hinds, J
	Feb. 23	6	Live online zoom session	live		Hinds, J
12	Feb. 23		Cell-cell communication	DLA	LIRC&M CHP 17-19	Hinds, J
13	Feb. 25		Introduction to metabolism I	DLA	LIRB CHP 8	Hinds, J.
	Feb. 26		Integrated: Lactose intolerance	Live		
	Mar. 02	7	Live online zoom session	live		Hinds, J
14	Mar. 02		Introduction to metabolism II	DLA	LIRB CHP 8	Hinds, J.
15	Mar. 04		Energy generation in cells	DLA		Hinds, J
	Mar. 05		Review			Hinds, J.
	Mar. 08 - 12	8	Exam II (Mid-term Exam)			
	Mar. 16	9	Live online zoom session	live		Ikolo, F
16	Mar. 16		Gluconeogenesis	DLA	LIRB 8 - 10	Ikolo, F.
17	Mar. 18		Glycogen metabolism	DLA	LIRB 8 - 10	Ikolo, F
18	Mar. 19		Hexose monophosphate pathway	DLA	LIRB 8 - 10	Ikolo, F
	Mar. 23	10	Live online zoom session	live		Ikolo, F
19	Mar. 23		Bioenergetics	DLA		Hinds, J
20	Mar. 25		Photosynthesis	DLA	Prin. Of BCH CHP 15	James
	Mar. 26		Integrated: Diabetes	Live		
	Mar. 30	11	Live online zoom session	live		Hinds, J
21	Mar. 30		General Lipid metabolism	DLA		Hinds, J
22	Apr. 01		Nitrogen metabolism - Amino acid catabolism & Urea formation	DLA	LIRB CHP 19-20	Hinds, J
	Apr. 02		Public holiday (Good Friday)			
	Apr. 05		Public holiday (Easter Monday)			
	Apr. 06 - 09	12	Exam III			
	Apr. 13	13	Live online zoom session	live		Hinds, J
23	Apr. 13		Nucleotide metabolism	DLA		Ikolo, F
24	Apr. 15		DNA structure and function	DLA	Genomes 3	Ikolo, F.
25	Apr. 16		RNA structure and function	DLA	Genomes 3	Ikolo, F.
	Apr. 20	14	Live online zoom session	live		Hinds, J
26	Apr. 20		Protein synthesis	DLA		Ikolo, F

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27	Apr. 22		Gene regulation	DLA	Genomes 3	Ikolo, F
	Apr. 23		Integrated: <i>Hypercholesterolaemia</i>	Live		
	Apr. 27	15	Live online zoom session	live		Hinds, J
28	Apr. 27		Molecular medicine - Forensics	DLA		Ikolo, F.
29	Apr. 29		Biotechnology	DLA	CIG, CHP22	Ikolo, F
	Apr. 30		Integrated: <i>Genetic disorders - sickle cell disorders</i>	Live		
	May 3 – 7		Exam IV (Final exam)			

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 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:

All assignments will be required to be uploaded onto the assignment folder 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:

All lectures will be delivered through Zoom (An on-line platform). Students are expected to attend these lectures at the scheduled dates and times as if it were a physical classroom. A student who wishes to ask a question shall indicate by show of hand. Students microphone should only be unmuted if they wish to ask a question.

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*.



St. George's University
School of Arts and Sciences

Department of Biochemistry

Course Code and Title: CHEM 450 - Biochemistry

Semester and Year: Spring 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. Andrew Sobering

Dr. Felicia Ikolo

Dr. Margit Trotz

Mrs. Atoum Abdullah

Course Secretaries: Angel Charles

Jenny MacDonald

Course Director Contact Information: kjames@sgu.edu

Course Lecturer(s) Contact Information: jmcdona1@sgu.edu

Office Hours: By appointment (contact Jenny MacDonald at jmcdona1@sgu.edu)

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

Course Description: CHEM 450 is a 3-credit biochemistry course in the premedical/foundation program at SGU. It is subdivided into 4 modules.

Students are expected to have a basic knowledge of pre-med biology and chemistry.

The material to be covered in this course is based primarily on the required texts (see below) and power point slides, Direct learning activities (DLAs), with additional information taken from other reference texts.

Course Objectives:

1. To cover the structure and function of biological molecules, the biochemical pathways of intermediary metabolism, the functional significance of biochemical processes as well as their regulation in normal and aberrant states.
2. Identify the structures and cellular roles of the major macromolecules
 - Amino acids and proteins
 - Carbohydrates and polysaccharides.
 - Fatty acids, triacylglycerol, phospholipids, and cholesterol
 - Purines, pyrimidines, and nucleic acids
3. List and explain the major metabolic pathways (synthesis and degradation) of proteins, carbohydrates, lipids, and nucleic acids.

Topics covered in detail will include:

- Electron transport/ Oxidative Phosphorylation
- Glycolysis
- Tricarboxylic Acid Cycle
- Pyruvate synthesis and Utilization
- Gluconeogenesis
- Hexose monophosphate pathway
- Fatty acid synthesis and degradation
- Glycerolipid synthesis and degradation
- Triacylglycerol and lipoprotein metabolism
- Cholesterol synthesis and degradation
- Amino Acid Degradation and Synthesis
- Amino Acid specialized products
- Urea Cycle
- Hormonal regulation of intermediary metabolism: The fast/feed cycle
- Signal transduction mechanisms (Insulin, glucagon, G-protein coupled receptors)
- Vitamins
- Purine and Pyrimidine Degradation and Synthesis

4. Integrate the biochemical information covered by this course into meaningful knowledge with an emphasis on the functional significance and regulatory mechanisms governing metabolism.

Student Learning Outcomes:

Program Outcomes Met by This Course:

1. Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
2. Apply knowledge of the structure and function of the human body to health issues.
3. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data, and communicating results (Laboratory component–CHEM451).
4. Demonstrate problem solving and critical thinking skills.

Course Requirements and Percent of Grade:

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5- 89.4%

B = 79.5 – 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

Exams:

There will be **four exams** for the course: Each exam is **23%** of the grade and **4 quizzes** which will account for **2%** each.

Course Materials:

Text: Champe, P.C. and Harvey, R. Lippincott's Illustrated Reviews: Biochemistry. 6th Edition. 2014. Lippincott Williams & Wilkins, Philadelphia. (ISBN: 0-397-51091-8).

Supplementary Readings/Resources: Lecture notes and lectures posted on Sakai.

PLAGIARISM POLICY: ACADEMIC INTEGRITY

The St. George's University Student Manual (2008/2009, page 45) states as follows:

“Plagiarism is regarded as a cardinal offence in academia because it constitutes theft of the work of someone else which is then purported as the original work of the plagiarist”

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

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

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

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

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



St. George's University

School of Arts and Sciences

Department of Biochemistry

GENERAL COURSE INFORMATION

Course Code and Title: CHEM 451 Biochemistry Lab
Number of Credits: 1
Semester and Year: Spring 2021
Times and Day: Friday at 12:00 PM -2:00PM and 9:00 PM -11:00PM
Classroom Location: Online
Pre-requisite(s): N/A
Course Director: Ms. Kafi James Lewis

Course Lecture(s): K. James Lewis, C. Benjamin, K. Jones

Course Lecturer(s) Contact Information:

cbenjam1@sgu.edu; kjones@sgu.edu; tikolo@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) Measure mass and volume accurately, ii) Use a spectrophotometer, iii) Use of electrophoresis equipment, iv) Handle solvents safely during chromatography, v) Develop “good laboratory” practice skills.
2. To conduct laboratories experiments following specific instructions and procedures.
3. To interpret experimental results and present them in writing in a clear and organized manner.

Program Outcomes met by this course:

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data, and communicating results (Laboratory component–CHEM451).

Course Requirements and Percent of Grade:

Students are expected to complete the practical, report observations, record results, complete all calculations and confirm that the results agree that those in the literature by means of library/internet research. Experimental data sheets must be submitted at the end of each practical session.

One formal lab report will be submitted. The report should be written using the following headings in the order given.

- Title page (Your name, group #, group members' names, date, title of lab).
- Aim/Objective
- Introduction
- Equipment/Reagent
- Method/procedure (written in the past tense and numbered)
- Results/observations (including calculations, tables, and graphs)
- Conclusion
- Sources of Error
- Further discussion*
- Reference cited page*

*The “further discussion” section should include some reference to the clinical significance of the experimental procedure. Reference should also be made of the normal range of values expected for a patient and the possible consequences of values outside of

that range. The source of this and other relevant information must be cited Any of the common formats may be used, and a minimum of 3 citations are required.

Note: Internet references MUST cite a primary source (i.e. book, journal)

Laboratory reports should NOT

- be a "group effort"*
- include photocopies of references*
- include material downloaded from the Internet*
- exceed five (6) typewritten pages (not counting the title page)*

Course Grade Components

Online practice quizzes for professionalism points will be via Sakai.

Experimental data sheets*	50%
Lab report	10%
Lab Exam	35%
Professionalism	5%

*** The best 5 of 6 data sheet grades will be used in computing your grade.**

THERE WILL BE NO MAKE UP LABS.

Failure to submit practical files will result in an automatic incomplete grade as a final grade.

Grading Scale

Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5- 89.4%
- B = 79.5 – 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 0- 64.4%

Course Materials:

Laboratory manual provided at the beginning of each term and notes and procedures posted on Sakai.

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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.

Note: It is a violation of the University Honor Code to sign an attendance sheet on behalf of someone who is not in attendance at that time.

Students with Disabilities and Special Challenges

A student who has a disability or a special challenge that requires some modification of the seating or other class requirements must contact the course director so that appropriate arrangements can be made.

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

Course Director: Kafi James Lewis, kjames@sgu.edu

Instructors:

Candice Benjamin

Dept. of Biochemistry

Email: cbenjam1@sgu.edu

Phone: Ext. 3477

Office Hrs: TBA

Kafi James Lewis

Dept. of Biochemistry

Email: kjames@sgu.edu

Phone: Ext 3867

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

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: COMH 201: Community Health

Number of Credits: 3

Days and Times: Tuesdays: 10:00-11:15am or 7:00-8:15pm AST

Semester and Year: Spring 2021

Classroom Location: Zoom; Online Delivery

Pre-requisite(s): None

Course Lecturer Name(s): N/A

Course Director Name: Dr. Lauren Orlando

Course Lecturer(s) Contact Information: N/A

Course Director Contact Information: lorlando@sgu.edu

Course Lecturer(s) Office Hours: N/A

Course Director Office Hours: Monday-Thursday 9:00-4:00AST (<https://sgu-insight.symplicity.com>)

Course Lecturer(s) Office Location: Appointments via Zoom platform

Course Director Office Location: Department of Educational Services

Course Support: N/A

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 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.

Course Objectives:

1. Ability to critical think community health issues and how these issues affect all persons.
2. Gain a well diverse knowledge regarding public health problems that occur at a community level.
3. Expand understanding of what are communities (local, national, regional, or international), how they are established, key stakeholders, and at-risk populations within the community.
4. Work within small groups to facilitate active discussions with peers and learn from each other.
5. Challenge the norms and biases that they were/are exposed to whether that is through the media, personal experiences, or their own community.
6. Engage in field work in order to gain further experience in community health using the context of Grenada.

Student Learning Outcomes:

1. To be able to articulate the differences between public, community and individual health.
2. To understand how history influenced public health practices today.
3. To explore the epidemiological foundations that provides validity to the science of public and community health.
4. To identify behavioral, developmental, social and ecological conditions which affect the health of communities.
5. To identify and assess conditions in the environment which influence the health and wellbeing of individuals and communities.
6. To increase students' skills in conducting a community assessment.

Program Outcomes Met By This Course:

GE – PO.1 - Critically analyze global and regional issues.

GE – PO.2 - Practice and analyze decision making and positions on ethical issues.

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GE – PO.3 - Develop quantitative literacy skills and confidence using numerical data.

GE – PO.4 - Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

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B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: McKenzie, J. F., Pinger, R. R., & Kotecki, J. E. (2018). An introduction to community health (9th ed.). London: Jones & Bartlett Learning.

Supplementary Readings/Resources: Provided by Course Director

Course Grading Requirement:

Community Guest Speaker Reflections – 15%

Weekly Forums – 26%

Case Study Class Presentation – 14%

Midterm – 20%

Final Project – 25%

TOTAL = 100%

Course Requirements:

1. Prepare for class by doing necessary readings and research in advance.
2. Contribute thoughtful ideas to class discussions and engage in constructive debate.
3. Conduct themselves in an appropriate manner, including being respectful and confidential to the opinions of others.
4. Embrace all class announcements, resources, and directions provided by Course Director via Sakai platform or email. Contact Course Director early if anything is unclear and need assistance.
5. Regularly check SGU email and respond to Course Director and/or classmates in a timely manner.
6. Attend all Community Guest Speaker presentations and engage.
7. Turn on cameras for all Zoom classes. Mute microphones when not speaking.

Course Schedule:

Please see attached course schedule.

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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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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“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:

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.

Draft Course Schedule – Spring 2021

DATE	TOPIC	TYPE	ASSIGNMENT/FORUM DUE
WEEK 1			
Jan 19th	Course Welcome, Overview, Expectations Chapter 1: Community Health, Yesterday, Today & Tomorrow	Synchronous Live Class	Locker Room Activity Forum #1
	Chapter 2: Organizations that Help Shape Community and Public Health	Asynchronous Recorded Lecture	
WEEK 2			
Jan 26th	Active Class Discussion	Synchronous Live Class	Forum #2
	Chapter 3: Epidemiology: The Study of Disease, Injury, and Death in the Community	Asynchronous Recorded Lecture	
WEEK 3			
Feb 2nd	Community Guest Speaker #1	Synchronous Live Class	Forum #3
	Chapter 4: Communicable & Noncommunicable Diseases: Prevention & Control of Diseases and Health Conditions	Asynchronous Recorded Lecture	
WEEK 4			
	Active Class Discussion	Synchronous Live Class	Forum #4

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Feb 9th	Chapter 5: Community Organizing/Building and Health Promotion Programming	Asynchronous Recorded Lecture	Speaker Reflection #1
WEEK 5			
Feb 16th	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #5
	Chapter 6: The School Health Program: A Component of Community and Public Health	Asynchronous Recorded Lecture	
WEEK 6			
Feb 23rd	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #6
	Chapter 7: Maternal, Infant, and Child Health	Asynchronous Recorded Lecture	
WEEK 7			
Mar 2nd	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #7
	Chapter 8: Adolescents, Young Adults, and Adults	Asynchronous Recorded Lecture	
WEEK 8			
Mar 9th	MIDTERMS EXAM WEEK – NO CLASS		Midterm Project
WEEK 9			
Mar 16th	Community Guest Speaker #2	Synchronous Live Class	Forum #8
	Chapter 9: Older Adults	Asynchronous Recorded Lecture	
WEEK 10			
Mar 23rd	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #9 Speaker Reflection #2
	Chapter 10: Community/Public Health and Racial/Ethnic Populations	Asynchronous Recorded Lecture	
WEEK 11			
Mar 30th	Community Guest Speaker #3	Synchronous Live Class	Forum #10
	Chapter 11: Community Mental Health	Asynchronous Recorded Lecture	
WEEK 12			
Apr 6th	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #11 Speaker Reflection #3
	Chapter 12: Alcohol, Tobacco & Other Drugs: A Community Concern	Asynchronous Recorded Lecture	
WEEK 13			
Apr 13th	<i>Case Study Class Presentations</i>	Synchronous Live Class	Forum #12
	Chapter 14: Community/Public Health & the Environment	Asynchronous Recorded Lecture	
WEEK 14			
Apr 20th	Active Class Discussion	Synchronous Live Class	Forum #13
	Chapter 15: Injuries as a Community/Public Health Problem	Asynchronous Recorded Lecture	
WEEK 15			
Apr 27th	Final Presentation Demonstration	Synchronous Live Class	Final Project
WEEK 16			
May 4th	FINALS EXAM WEEK – NO CLASS		

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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: COMM204 – Public Speaking; Sect. 1 & 2

Number of Credits: 3

Days and Times: Tuesday No 1 pm Class, Tuesday 5:30 – 6:45 pm

Thursday 1:00 – 2:15 pm, 5:30 – 6:45 pm, 8:00 – 9:15 pm

Semester and Year: Spring 2021

Classroom Location: E-Learning

Pre-requisite(s): ENGL107; ENGL213

Course Lecturer Name(s): Ronald Charles

Course Director Name: Ronald Charles

Course Lecturer(s) Contact Information: rocharles@sgu.edu, or 449-4666 (Whatsapp) or 435-5797 (H)

Course Director Contact Information: same as above

Course Lecturer(s) Office Hours: Tue & Thur 10am-12:00pm; Mon & Wed 1:30 pm – 4:30 pm

Course Director Office Hours: same as above

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Course Lecturer(s) Office Location: Ballsier/G building (Downstairs) – immediately behind Bourne Centre

Course Director Office Location: Ballsier/G building (Downstairs) – immediately behind Bourne Centre

Course Support: Nichole Phillip, nphilli2@sgu.edu; 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:

Public Speaking is designed to help you develop communication skills that contribute to academic, vocational, personal, and social success in a wide variety of contexts. Since students learn best by doing, you will be actively involved in class discussions, and group exercises throughout the course.

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

Student Learning Outcomes:

1. Overcome the usual apprehension that comes with public speaking and learn to speak extemporaneously
2. Establish credibility and develop his or her oratory skills to participate ethically, in an increasingly interactive and verbal society;
3. Cite sources, use supporting materials and visual media.
4. Demonstrate critical thinking skills required in a society that constantly demands that people make choices and defend them;
5. Speak effectively in different settings.
6. Demonstrate an understanding of the rules of engagement as described in the text book.

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Program Outcomes Met By This Course:

PO.1- Utilize psychology knowledge in the understanding of self, and how one relates to others.

PO.2- Practice and analyze decision making and positions on ethical issues.

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

- 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.
- Other readings may be assigned

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)	4%
Total	100%

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

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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.

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.

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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 side conversation or other distractions.
3. Provide sincere reactions to the comments of other people in the class, but do not engage in negative attacks or put-downs of any person in the class (verbally or nonverbally).

Course Schedule:

Wk 1 **Session One** **Session Two**
 Introductions, course overview Ch1 & 2 **Basics of public speaking (intro speech prep)**
Ch7 & 8

Wk 2 **Session One Ch7** **Session Two Ch8**
 Introductory Speeches **Introductory Speeches**

Wk 3 **Session One** **Session Two**
 Ch9 (Speech structure – wording your speech) (Prepare for Quiz #1) **QUIZ #1**
(1,2,7,8&9)

Wk 4 **Session One** **Session Two**
 Ch6 & 10 Finding and using supporting material and delivering your speech **Ch12**
Delivering an Informative speech

Wk 5 **Session One** **Session Two**

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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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Attendance Policy:

Attendance Requirement

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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 Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP106, Computer Graphics and 3D Printing
Number of Credits: Three
Days and Times: Tuesday and Thursday, 2.30 – 3.45
Semester and Year: Spring 2021
Classroom Location: online
Pre-requisite(s): none.

Course Lecturer Name(s): Dr. K. S. Senthilkumar
Course Director Name: Dr. K. S. Senthilkumar

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

Course Lecturer(s) Office Hours: Mondays, Wednesday and Friday 9.00am – 12.00 am
Course Director Office Hours: Mondays, Wednesday and Friday 9.00am – 12.00 am

Course Lecturer(s) Office Location: Leeward Hall
Course Director Office Location: Leeward Hall

Course Support: Carina Francois, cfrancois@sgu.edu, Ext 3726

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

COURSE CURRICULUM INFORMATION

Course Description:

Computer graphics is become part of our lives, in movies, Computer games, computer-aided design, virtual simulators, and visualization. This course will help the students to understand the fundamental concepts of Computer Graphics and 3D Printing and have students use existing graphics tools to make graphics. Both technical and aesthetic concepts will be introduced in this course. At first student will learn about computer graphics, understand the elements and principles of design. Hand on session will be arranged to cater creating and editing image, geometric transformation and texture mapping. This course will also provide an overview of design thinking, demonstrate how 3D printer works, and how you can use this framework to develop ideas that can be turned into real objects. Learners who complete this course will obtain a rich understanding of the capabilities of 3D printing (a rapid prototyping technology) and the process of converting digital files into three dimensional solid objects.

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Course Objectives:

1. Employ key concepts on Computer Graphics (Raster and Vector).
2. Demonstrate a thorough understanding of the elements and principles of graphic design.
3. Use technology such as Photoshop, Blender and Cura and solve problems using critical thinking
4. Describe the range of 3D printing and Prototyping technologies, and their application in modern industrial, design, and creative fields.

Student Learning Outcomes:

1. Demonstrate a thorough understanding of the elements and principles of graphic design.
2. Demonstrate the capabilities of 3D printing (a rapid prototyping technology) and designing objects for this new technology
3. Analyze, select, and apply appropriate contemporary digital technologies in changing the business world.
4. Apply design standards and conventions when using digital technologies.

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.

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. ADOBE® PHOTOSHOP® ELEMENTS HELP
2. Mastering 3D Printing, Modelling, Printing, and Prototyping with RepRap-style 3D Printers, Joan Horvath
3. Blender Reference Manual
4. Cura Lulzbot edition user manual, 2014

Supplementary Readings/Resources: The presentations, notes and readings supplied in the class would be sufficient, in order to get a good grade. Please note that the course will not follow the structure of the book but draw on the sections that are needed.

Course Grading Requirement:

Class participation	5%
Quizzes	15%
Mid-term	15%
Assignment	40%
Final Project	25%
Total	100%

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Course Requirements:

Student must have a Computer system (Desktop/Laptop with minimum HW requirement) to facilitate the course.

Course Schedule:

Week	Topic
1	Introduction to Computer Graphics, Image Formats, Application of Computer Graphics
2	Introduction to Raster graphics, file formats, attributes of raster Graphics, Interpolation ; Quiz 1
3	Hands on experiments on Raster graphics using tools; image resizing, transform, Assignment 1
4	Make selections and cropping using different tools, add and edit text. Quiz 2
5	Introduction to layers and its properties. Erase tools, Antialiasing, The RGB colour model
6	Adjust saturation, red eye removal, Assignment 2
7	2D Transformation – Translation, Rotation, Scaling, Skewing, Applying sequences of transformations,
8	Mid-term exam
9	Using lights and materials, Preparing an image for texture mapping, Using an image to displace a surface
10	Elements of Design – Colour, Line, Shape, Space, Texture, Value, Assignment 3
11	Principles of Design – Balance, Contrast, Emphasis/Dominance, Harmony, Movement/Rhythm, Proportion, Repetition/Pattern, Unity, Variety. Quiz 3
12	Creating images, Formats, Resolution, Raster Vs Vector, An Introduction to Rendering
13	Brief History of 3D Printing, How 3D Printing Works, Benefits of 3D Printing. Assignment 4
14	Making a 3D Model, slicing a 3D Model, Driving the 3D Printer, Material Considerations.
15	3D Printing Resources, Experiments using Cura slicing software.
16	Final Project

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Assignment Submission Procedure:

Students are required to submit their assignments on or before the due date and time. A penalty is applied to each late assignment. The penalty is as follows: within 1 day – 1 mark; greater than 1 day but less than or equal to 2 days – 2 marks; later than 2 days 5 marks.

Classroom/Online Etiquette Procedure:

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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.](#)

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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, 1:00 PM – 2:15 PM
Semester and Year: Spring 2021
Classroom Location: Zoom Live Online Class
Pre-requisite(s): None

Course Lecturer Name(s): Cindy-Ann P. Alexander
Course Director Name: N/A

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

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

Course Lecturer(s) Office Location: Online: Join link is listed on Sakai
Course Director Office Location: Click or tap here to enter text.

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:

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Each module is weighted as follows:

1. Computer Concepts: 10%
2. Word Processing: 30%
3. Spreadsheet: 30%
4. Presentation: 20%
5. Internet use: 10%

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
		3. Labels and numbers/using flash fill

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		<ol style="list-style-type: none"> 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 7. Online etiquette

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		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

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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:

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 Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP200 Network Technology
Number of Credits: 3
Days and Times: Tue & Thurs 1:00pm - 2:15pm
Semester and Year: Spring 2021
Classroom Location: Zoom meeting
Pre-requisite(s): MATH203 Math for IT (Recommended).

Course Lecturer Name(s): Dr. Aleksandr Myllari
Course Director Name: N/A

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

Course Lecturer(s) Office Hours: Zoom meeting, Tue., Thu. 2:20 – 3:20
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. 3601

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

COURSE CURRICULUM INFORMATION

Course Description:

This course will serve as a general introduction for students to acquire a foundation in current network technologies for local area networks (LANs), wide area networks (WANs), and the Internet. The course will provide an introduction to the hardware, software, terminology, components, design, and connections of a network, as well as the topologies and protocols for LANs. It will cover LAN-user concepts and the basic functions of system administration and operation. Special attention will be given to MAC addressing and ports, and IP sub-netting.

Course Objectives:

1. Understand how networks and their components interact and operate.
2. Understand the characteristics and applications of various networking technologies.
3. Understand the basic design and operation of the Internet, including the software and hardware components used to provide Internet services.
4. Understand packet forwarding and the role of routing protocols.

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5. Identify the components of a LAN and determine the type of network design most appropriate for a given site.
6. Identify the different media used in network communications, distinguish between them, and determine how to use them to connect servers and workstations in a network.
7. Distinguish between the different networking standards, protocols, and access methods, and determine which would be most appropriate for a given LAN.
8. Recognize the primary network architectures, identify their major characteristics, and determine which would be the most appropriate for a proposed LAN.
9. Identify the primary functions of network operating systems and distinguish between a centralized computing environment and a client/server environment.
10. Determine how to implement and support the major networking components (including the server, operating system, and clients), and propose a system for adequately securing data on a given LAN and protecting the system's components.

Student Learning Outcomes:

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

1. Identify the components of a LAN and determine the type of network design most appropriate for a given site.
2. Identify the different media used in network communications, distinguish between them, and determine how to use them to connect servers and workstations in a network.
3. Distinguish between the different networking standards, protocols, and access methods, and determine which would be most appropriate for a given LAN.
4. Recognize the primary network architectures, identify their major characteristics, and determine which would be the most appropriate for a proposed LAN.
5. Identify the primary functions of network operating systems and distinguish between a centralized computing environment and a client/server environment.
6. Determine how to implement and support the major networking components (including the server, operating system, and clients), and propose a system for adequately securing data on a given LAN and protecting the system's components.
7. Identify strategic LAN support tools and resources, and determine how to use these in troubleshooting basic network problems.

Program Outcomes Met By This Course:

- CTPO1 • Analyze a problem, identify and define the computing requirements appropriate to its solution
- 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: Guide to Networking Essential, Sixth Edition by Gregory Tomsho, Course Technology, 2011.

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

Course Grading Requirement:

Midterm exam	20%
Final Quiz	25%
Assignments	20%
Labs	35%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week	Topics	Assignments
1	Network Overview and Concepts	
2	Network Hardware Essentials	Assignment 1
3	Network Topologies and Technologies	Assignment 2, Lab1
4	Network Media	(In-class) Lab2
5	Network Protocols	Assignment 3, (In-class) Lab3
6	Network Reference Models and Standards	Assignment 4
7	Network Hardware in Depth	
8	Midterm Exams	
9	Network Operating Systems Fundamentals	Lab4
10	Server Management and Administration	Lab5
11	Introduction to Network Security	Assignment 5, Lab6
12	Small-Business Networks	Assignment 6, Lab7
13	Wide Area Networks	Bonus Labs 1 and 2
14-15	Network Troubleshooting and Support	
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.

Policy/Procedure Related to the Department:

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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: Comp 202 Computer and Information Systems
Number of Credits: Three (3)
Days and Times: Tuesday & Thursday 8:30 – 9:45 AM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Mrs. 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
Course Director Office Hours: by Appointment

Course Lecturer(s) Office Location: N/A
Course Director Office Location: Building D (Leeward Hall), 2nd 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 an entry level course into the field of computing and information systems. It traces the evolution of computers, giving learners a broad overview its history. This course introduces the learner to terms associated with computers and mobile devices, the Internet, programs and apps, and digital safety and security. Additionally, fundamental aspects of computer operations and its general applications as it pertains to information processing are introduced. This course will offer opportunities to students for career choices, development and advancement.

Course Objectives:

1. Introduce the learner the fundamentals of and terms associated with computers and mobile devices, the Internet, programs and apps, and digital safety and security
2. Present the material in a visually appealing, interactive, and exciting manner that motivates readers to learn

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3. Provide exercises, lab assignments, and interactive learning activities that allow readers to learn using computers, mobile devices, and the Internet
4. Present strategies for purchasing desktop computers, mobile computers, and mobile devices

Student Learning Outcomes:

Upon successful completion of the course students should expect to:

1. Differentiate between computing, information, and communication technology [henceforth referred to as ICT]
2. Trace the evolution of ICT from its inception to contemporary times.
3. Appreciate the place of ICT in academia and daily life.
4. Compare the benefits and disadvantages of ICT technologies applications in society.
5. Understand the role of various ICT device components [hardware, software, communications and networking].
6. Identify and appreciate the legal, ethical and security issues related to using computers and networks.
7. Appreciate the challenges facing organizations as they integrate computers into the workplace.
8. Be cognizant of the direction and focus and also critique computer related advancements/emerging technologies occurring in our society.
9. Assess various employment and investment opportunities available to qualified ICT professionals.

Program Outcomes Met By This Course:

1. **CTP-O1:** 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.
2. **CTP-O2:** 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.
3. **CTP-O3:** Demonstrate professional and ethical responsibilities.
4. **CTP-O4:** Recognize the need for and engage in continuous professional development.
5. **CTP-O5:** 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: Technology in Action Complete by Evans, Martin, Poatsy (2020). Technology in Action, Compete. Pearson, 16th Edition.

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Supplementary Readings/Resources:

1. Discovering Computers Campbell, J. T., Freund, S. M., Frydenburg, M., Sebok, S. L., Vermaat, M. E. Discovering Computers 2018 (Shelly Cashman Series), Cengage Learning, 2019.
2. **Presentations and Presentation notes:** Each module would be accompanied by PowerPoint slides, with detailed notes when necessary.
3. **References:** Additional material from Professional Journals, Library Resources, Web Sites, Annual Reports, Case Studies, Newsgroups, Magazines, and Personal Interviews

Course Grading Requirement:

Assignments	40%
Forums	10%
In class quizzes	10%
Project	15%
Midterm	15%
Final	10%
TOTAL	100%

Course Requirements:

WEEK:	FORUM /QUIZ / PROJECT/ ASSIGNMENT REQUIRED
1	Forum 1: How Technology Is Used on the World Stage and in Your Personal Life
2	Assignment 1 given
3	Assignment 1 expected
4	Quiz 1 Forum 2
5	Assignment 2 given
6	Assignment 2 expected
7	Forum 3
8	Mid Term Week
9	Project Given
10	Assignment 3 given
11	Assignment 3 expected

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12	Quiz 2
13	
14	
15	Project expected
16	Final Exam Week

Course Schedule:

Week	Lecture	Reading Assignment	Discussions/ Assignments/Forums/Quiz/Exams
<i>Week 1</i>	The Impact of Technology in a Changing World	Chapter 1	Class Discussion: Ethical challenges relating to IT Forum 1: How Technology Is Used on the World Stage and in Your Personal Life
<i>Week 2</i>	Looking at Computers: Understanding the Parts	Chapter 2	Assignment: Paper: Technology wish List Class Discussion:
<i>Week 3</i>	Using the Internet: Making the Most of the Web's Resources	Chapter 3	Class Discussion: Doing Business Online AND Evaluating Websites Ethics Project: Internet Privacy
<i>Week 4</i>	Application Software: Programs That Let You Work and Play	Chapter 4	Quiz 1: Weeks 1 – 3 topics Forum: Mobile payments
<i>Week 5</i>	System Software: The Operating System, Utility Programs, and File Management	Chapter 5	Assignment: Protecting your device O.S

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Week	Lecture	Reading Assignment	Discussions/ Assignments/Forums/Quiz/Exams
Week 6	Understanding and Assessing Hardware: Evaluating Your System	Chapter 6	Class Discussion How do you decide whether you need a smartphone and a tablet or if the new larger phones are enough for your needs?
Week 7	Networking: Connecting Computing Devices	Chapter 7	Forum: Firing Employees for Expressing Views on Social Media Sites Class Discussion; Watch TV without Buying Cable
Week 8	Midterm		
Week 9	Managing Your Digital Lifestyle: Challenges and Ethics	Chapter 8	Term Project Given Forum: Avoiding Plagiarism
Week 10	Securing Your System: Protecting Your Digital Data and Devices	Chapter 9	Class Discussion: Identity Theft
Week 11	Software Programming	Chapter 10	Class Discussion: Software That Kills
Week 12	Databases and Information Systems	Chapter 11	Class Discussion: Data Privacy Quiz 2
Week 13	Networking and Security in the Business World	Chapter 12	Class Discussion: Securing Passwords
Week 14	How the Internet Works	Chapter 13	Class Discussion: Creating websites
Week 15	Careers in IT		Final Project expected

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Week	Lecture	Reading Assignment	Discussions/ Assignments/Forums/Quiz/Exams
<i>Week 16</i>	<i>FINAL EXAM</i>		Final Exam

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Attendance Policy:

Attendance Requirement

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

Examination Attendance

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Assignment Submission Procedure:

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**

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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

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP205 Introduction to Programming
Number of Credits: 3
Days and Times: Mon, Wed 4 PM – 5:15 PM
Semester and Year: Spring 2021
Classroom Location: Zoom meeting
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3736 tmyllari@sgu.edu
Course Director Contact Information: N/A

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

Course Lecturer(s) Office Location: Online - Zoom Meeting
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introduction to computer programming using the Java programming language. It does not claim to completely cover either the Java language or its standard libraries. The topics to be covered in the course include: primitive data types, Strings, arrays, basic I/O, decision structures (ifs and loops), writing and using methods, writing and using classes. This course is prerequisite for the course COMP305 Advance Programming I.

Course Objectives:

This course cover basic concepts and techniques for programming including

1. Numeric variables, declaration and initialization of variables, operations with variables

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2. Types String, char and Boolean
3. If-else and switch statements
4. Loops (for, while, do-while)
5. Methods (using and writing)
6. One- and two-dimensional arrays
7. Simple class design, and constructors in Java

Student Learning Outcomes:

Upon completion of this course, the student should:

1. Understand the basic concepts and principles of object oriented programming;
2. Be able to design, write, debug, and execute simple Java programs using an object-oriented approach to implement a working solution to a given problem specification;
3. Be able to acquire an understanding of computer architecture and data representations (variables, representation of numbers and character strings);
4. Learn basic algorithmic problem-solving techniques (decision structures, loops, methods)

Program Outcomes Met By This Course:

CTPO1 - Analyse a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Java How to Program by Paul Deitel, Harvey Deitel, 9th Edition, Prentice Hall (2012)

Supplementary Readings/Resources: 9th edition available online: <http://www.gobokee.net/deitel-java-how-to-program-9th-edition/> or <http://www.ebooks-share.net/java-how-to-program-early-objects-9th-edition-deitel/>. IDE: NetBeans (Recommended)

Course Grading Requirement:

Midterm exam	20%
Final exam/quiz/project	20%
Home assignments	25%
In class exercises	15%
Attendance / Weekly work	10%
Quizzes	10%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

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Course Schedule:

Week	Topics	Assignments
1	Introduction to the course. Introduction to Java. Work in NetBeans.	
2-3	Primitive types of variables. Class String. Class Scanner. Input from keyboard	Assignment 1
4	Boolean variables. Conditions. If-else statement	
5	Methods	Assignment 2
6-7	Loops. Operators break and continue. Review	
8	Midterm exam	
9	Midterm exam results review. Infinite loops. Operator switch	Assignment 3
10 - 13	One- and two- dimensional arrays. Class String, variables of the type char	Assignment 4
14-15	Constructors in Java. Review	
16	Final exam/quiz	

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:

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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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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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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP301, PC Hardware & Operating Systems
Number of Credits: Three
Days and Times: Mon & Wed 2.30 – 3.45 pm
Semester and Year: Spring 2021
Classroom Location: online
Pre-requisite(s): COMP202

Course Lecturer Name(s): Dr. K. S. Senthilkumar
Course Director Name: Dr. K. S. Senthilkumar

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

Course Lecturer(s) Office Hours: Mondays, Wednesday and Friday 9.00am – 12.00 am
Course Director Office Hours: Mondays, Wednesday and Friday 9.00am – 12.00 am

Course Lecturer(s) Office Location: Leeward Hall
Course Director Office Location: Leeward Hall

Course Support: Carina Francois, Cfrancois@sgu.edu, Ext 3726

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to provide the theoretical and practical foundation to install, maintain, repair computer systems and connect over a network independently. The course covers computer hardware and software installation, configuration, and upgrading, diagnosing and troubleshooting, safety and preventative maintenance of computers. Also introduce Operating system functions, structure of the different operating systems, processor management, file management and memory management.

Course Objectives:

1. Define the components of various types of Computer systems and the different types of Operating systems.
2. Describe the basic issues in install, configure and upgrade hardware and software in a computer system.
3. Define the hardware and software components of a networked system.

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4. Demonstrate how operating systems managing resources such as processors, memory and I/O devices.

Student Learning Outcomes:

1. Identify major components and sub-systems of a microcomputer and classify different types of operating system and their functions
2. Explain what takes place with the computer's hardware when the computer operates.
3. Assemble and disassemble a personal computer, upgrade PCs by motherboard replacement, and other major hardware components.
4. Perform a typical system configuration/installation of an operating system and other software.
5. Solve most typical kinds of hardware and software problems in a computer.

Program Outcomes Met By This Course:

CTPO1. Analyse a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

CTPO2. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs, applying current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text:

1. PC Hardware: A Beginner's Guide, RON GILSTER, Osborne, McGraw-Hill
2. Upgrading and Repairing PCs, Scott Mueller, 20th Edition, 2012, Pearson Education, Inc.
3. Operating Systems concepts, sixth edition, by Abraham Silberschatz, Peter Baer Galvin, Greg Gagne.
4. A course in PC hardware, software, maintenance and repair, A+ CERTIFICATION: 2019, WILLIAM A. LLOYD

Supplementary Readings/Resources: Lecturer supply presentation slides and notes.

Course Grading Requirement:

Class Participation	5%
Quizzes	15%
Assignments	30%
Mid-term Exam	20%
Final Exam	30%
Total	100%

Course Requirements:

Student must have a Computer system (Desktop/Laptop with minimum HW requirement) to facilitate the course.

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Course Schedule:

Week	Topic
1	Characteristics of a Computer, Types of Computers, Introduction to Personal Computer Components, problem troubleshooting – power supply.
2	The Micro Processor, The Evolution of PC Microprocessor, popular CPU chips in terms of their basic characteristics. 32- and 64-bit processors. Type of CPU technologies. Quiz 1
3	Categories of RAM, ROM, and physical characteristics. Assignment 1
4	Memory management techniques. Quiz 2
5	Identify the most popular type of motherboards, their components, and their architecture
6	CPU scheduling techniques. Assignment 2
7	Install, configure and upgrade personal computer hardware components including peripheral devices.
8	Midterm Exam
9	Identify the purpose of various types of preventative maintenance products and procedures and when to use them. Software installation.
10	Quiz 3, Identify and apply basic diagnostic procedures and troubleshooting techniques for hardware components.
11	Secondary storage management, formatting, partitions the Hard Disk.
12	Assignment 3, introduction to different operating systems, software issues.
13	Operating system functions, process management, memory management and storage management
14	introduction to Raspberry Pi
15	Introduction to Networking, networking devices
16	Final Exam

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Assignment Submission Procedure:

Students are required to submit their assignments on or before the due date and time. A penalty is applied to each late assignment. The penalty is as follows: within 1 day – 1 mark; greater than 1 day but less than or equal to 2 days – 2 marks; later than 2 days 5 marks.

Classroom/Online Etiquette Procedure:

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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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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: COMP305 Advance Programming I
Number of Credits: 3
Days and Times: Mon, Wed 11:30 AM – 12:45 PM
Semester and Year: Spring 2021
Classroom Location: Zoom Meeting
Pre-requisite(s): COMP205

Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3736 tmyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Wed 1pm - 2pm and by appointment
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. 3601

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is a continuation Introduction to Programming in Java (COMP205). Topics include: advanced topics in object-oriented programming, Graphical User Interfaces (GUIs), multithreaded programs, database connectivity, structured data types and reusable integral components.

Course Objectives:

The topics to be covered in the course include:

1. GUI Programming: designing Graphical User Interfaces in Java; components and containers;
2. AWT and Swing components; Java utilities;
3. Layout managers;

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4. Event handling: event-driven programming in Java; event- handling process; event listeners;

5. Exception handling: types of exception; use of try, catch, finally, throw, throws in exception handling;

checked and un-checked exceptions;

6. Collection of Useful Classes: using Scanner; streams and other I/O capabilities; working with File object;

Class Collections;

7. Java Database Connectivity: creating and executing SQL statement, working with database MySQL

Student Learning Outcomes:

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

1. Develop software based on the software development lifecycle using teams;

2. Design, write, debug, and execute Java programs using an object-oriented approach;

3. Use the existing standard Java class libraries and their Application Programming Interfaces (APIs) to

develop Java programs;

4. Design, write, and debug Java programs that include the use of the capabilities of the Java Collections

class;

5. Design, write, and debug Java programs that incorporate connectivity and manipulation of a relational database

Program Outcomes Met By This Course:

CTPO1 - Analyze a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: How to Program in Java by Deitel & Deitel

Supplementary Readings/Resources: 9th edition available online:

[http://www.gobookee.net/deiteljava-](http://www.gobookee.net/deiteljava-how-to-program-9th-edition/)

[how-to-program-9th-edition/](http://www.gobookee.net/deiteljava-how-to-program-9th-edition/) or <http://www.ebooks-share.net/java-how-to-program-earlyobjects-9th-edition-deitel/>. IDE: NetBeans. MySQL

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Course Grading Requirement:

Midterm exam 15%

Final quiz/project 10%

Assignments 30%

Attendance/Weekly work 30%

Quizzes 15%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;

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- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week	Topics	Assignments
1-2	Introduction to Java. Introduction to NetBeans. Dialog boxes.	Assignment 1
3-4	Coordinate system in Java. Graphical application in Java. Shapes, colors (predefined and non-predefined), filled shapes. Fonts, HTML-formatting.	
5-6	JLabel, JButton. Action listeners. Layouts	Assignment 2
7	Constructors in Java. Class Collections. Review	
8	Midterm Exam	
9	Midterm Exam results review.	
Exceptions.		
10-11	JRadioButton, JCheckBox. Class AbstractButton	Assignment 3
11-13	JComboBox, JTextField, JPasswordField, JTextArea. JMenu, JTabbedPane.	Assignment 4
14 -15	File Processing. Introduction to MySQL. Java and MySQL. Threads in Java. Final quiz/final project (presentation)	

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Attendance Requirement

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

Examination Attendance

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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

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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 311 Managing Technology and Innovation
Number of Credits: 3
Days and Times: Mon-Wed 8:30 -9:45AM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Michael D Roberts
Course Director Name: NA
Course Lecturer(s) Contact Information: mrobrerts@sgu.edu 444-4175 Ext 2737
Course Director Contact Information: NA.

Course Lecturer(s) Office Hours: Mon:10:00AM-2:00PM TUE:10:00AM-1:00PM
WED: 10:00AM-1:00PM
Course Director Office Hours: NA

Course Lecturer(s) Office Location: Online Zoom
Course Director Office Location: NA.

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 focuses on the management of technology and innovation to formulate technology, develop technological capabilities and use them to achieve strategic objectives. Attention is paid to the planning adoption, evaluation and control of new technologies in the organization. Furthermore Building Capabilities for MTI Success, Organizational Learning and Knowledge Management will also focused on.

Course Objectives:

- (1) To provide the student with the relevant knowledge to effectively manage technology and innovation in small and large business setting.

Student Learning Outcomes:

- (1) Identify the critical elements of a firm's technology strategy from its products and services.

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(2) Make an effective contribution at a strategic or Management level in the field of the information systems/technology management, internally or externally as a consultant.

(3) Develop a plan for the effective Adoption and implementation of technology in the organization.

Program Outcomes Met By This Course:

CTP01: Analyze a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Strategic Management of Technological Innovation (SIE), 3rd . Melissa A. Schilling, New York University. .

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:

INTRODUCTION

INDUSTRY DYNAMICS OF TECHNOLOGICAL INNOVATION

– Sources of Innovation

– Types and Patterns of Innovation

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– Standards Battles and Design Dominance

– Timing of Entry

FORMULATING TECHNOLOGICAL INNOVATION STRATEGY

– Defining the Organization's Strategic Direction

– Choosing Innovation Projects

– Collaboration Strategies

– Protecting Innovation

IMPLEMENTING TECHNOLOGICAL INNOVATION STRATEGY

– Organizing for Innovation

– Managing the New Product Development Process

-Managing New Product Development Teams

-Crafting a Deployment Strategy

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

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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:

To be determined by course lecturer

Classroom/Online Etiquette Procedure:

To be determined by course lecturer

Policy/Procedure Related to the Department:

To be determined by course lecturer

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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP312 IT Entrepreneurship
Number of Credits: 3
Days and Times: Thursday 5:30 PM to 8:00 PM
Semester and Year: Spring 2021
Classroom Location: Zoom Online
Pre-requisite(s): N/A

Course Lecturer Name(s): Glendon Langaigne
Course Director Name: N/A

Course Lecturer(s) Contact Information: glangaig@sgu.edu, 4734050149
Course Director Contact Information: N/A

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

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

Course Support: Carina Francois, Cfrancois@sgu.edu, Ext 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 an introduction to IT entrepreneurship with an emphasis on the small business development process which includes the inception of the business concept, developing a feasibility study, and developing a business plan for an actual business. This will be supported by using SGU faculty, guest speakers and possible off-campus visits.

Course Objectives:

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

1. Identify and discuss the evolution and definitions of entrepreneurship, marketing research, strategic planning, legal structures, growth management and global opportunities for the new venture.
2. Demonstrate an appreciation for the elements of developing and managing a small business

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and how they impact the composition of a business model using a “business model canvas”.

3. Demonstrate an appreciation for the elements of developing and managing a small business and how they impact the composition of a business plan.
4. Identify and discuss different elements of the business model/business plan and their relationships to venture initiation.
5. Students will learn to apply an entrepreneurial approach business model/business plan preparation and presentations.
6. Demonstrate a mature level of written and oral communication skills, especially the ability to present and defend positions in the face of criticism and skepticism.
7. Demonstrate sound decision-making and analytical skills, including the ability to define and solve problems and cope with complex environments in completing all course assignments.

Student Learning Outcomes:

Upon successful completion of this course, students will:

1. Uncover niches in local and international markets that lend themselves to Information Technology entrepreneurship and business development.
2. Be able to develop a business model for the purposes of developing and managing a successful IT-based enterprise.
3. Be able to develop a business model for the purposes of requesting funding from a financial institution.
4. Be able to develop a business plan for the purposes of developing and managing a successful IT-based enterprise.
5. Be able to develop a business plan for the purposes of requesting funding from a financial institution.

Program Outcomes Met By This Course:

CTP01: Analyze a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

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: This course does not require a text book. However, the following books will be used for references during coursework.

Neck, Heidi M. Neck, Christopher P. Murray, Emma L.	Entrepreneurship, the practice and mindset	ISBN-13: 978-1544354668
Duening, Thomas N. Hisrich, Robert D. Lechter, Michael A.	Entrepreneurship, taking innovation to market	ISBN-978-0-12-420175-0
Rossmann, John	Think Like Amazon	ISBN-13: 978-1260455496
Alexander Osterwalder, Yves Pigneur	Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers	ISBN-978-0470-87561-1

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

Course Grading Requirement: Teaching Methodology

1. This is a seminar course. Lectures will be limited to that required to identify and explain concepts and technology. Students must keep up with reading as distributed and be prepared to discuss the material in class. Please read critically in light of your own knowledge and experience. This is a mutual learning experience for all participants. Attendance is mandatory. Unjustified absences will affect your grade. We will also have guest lecturers including individuals from micro-financing institutes, local, regional and global organizations.
2. **Individual Project:** Each student will select an enterprise that is owned by an individual or is family-operated which they will visit in order to gain an understanding of nature of starting and managing small-scale entrepreneurial enterprise. A report will be due at the end of week 4 and the report should be, at a minimum, 4 pages. The findings will be discussed in class.
3. **Forums:** SAKAI Forum feature will be used to discuss specific topics emanating from class discussions. In such instances, each student will post a response with 150 – 200 words on the topic. Each student may also comment on another student’s response in a separate posting although this is optional. The comments should be constructive.
4. **Business Pitch Submission and Interviews (Teams of 4 or 5 students):** Each team will submit their business pitch idea to Sakai. The submission will be in the form of a pitch deck in presentable format. Each student within each group will be interviewed on the pitch deck. Working as a team, each individual team member should represent and explain the details of the business idea using the information within the pitch deck submitted. Grades will be based on both the team pitch deck submission (one presentation for the team) and the ability to explain the pitch deck in the interview with the lecturer. **The pitch interview will be no longer than 5 minutes in which time the individual team member should convince the lecturer of their knowledge on the pitch deck and its ability to be a successful business**

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5. **TERM PROJECT (Teams of 4 - 5 students):** The main project for the semester will be developing a business plan for a viable IT-based business in small-scale entrepreneurial enterprise in groups of three to four students. The professors will provide assistance to each group in developing its own conceptual framework for a viable businesses or a group may elect to develop their own conceptual framework independently. The project will follow the guidelines from a planning tool to be provided by the professor. In that these are viable businesses, it is expected that there will be some field work involved as well as some written correspondence and, possibly, some telecommunications. Any off-shore telecommunications will be facilitated by the professors. The outcome will be 15 – 20 page business report and each group will present their findings to the class, using PowerPoint to support their presentation. **The presentations will run from 30 – 45 minutes including a discussion at the end of the presentation and will take place in the week Monday evening, April 27th, in the Caribbean House. The written report should be submitted no later than 5 PM, Thursday May 7th.**

Course Assessment: Grading Scheme Entrepreneurship COMP 312 – Spring 2019

Small enterprise analysis (Individual)	10%
Forum Postings (Individual)	5%
Pitch Deck Complete (Team)	20%
Business Plan Presentation (Team)	25 %
Business Plan Written (Team)	30%
Class Participation (Individual)	10%

Total **100%**

Course Requirements:

This is a seminar course. Lectures will be limited to that required to identify and explain concepts and technology. Students must keep up with reading as distributed and be prepared to discuss the material in class. Please read critically in light of your own knowledge and experience. This is a mutual learning experience for all participants. Attendance is mandatory. Unjustified absences will affect your grade. We will also have guest lecturers including individuals from micro-financing institutes, local, regional and global organizations

Course Schedule:

Date	Week	Description	Whats Happening
21- Jan	Week 1	Intro	<ul style="list-style-type: none"> • Introduction to syllabus and start of classroom discussion • Group work discussed

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28-Jan	Week 2	<ul style="list-style-type: none"> Ideation Process Concept Development 	<ul style="list-style-type: none"> Lecture / discussion – concept/strategies Assignment to class - Interview a local business owner (questionnaire provided)
4-Feb	Week 3	<ul style="list-style-type: none"> Progress on Business Owner Interviews Discuss business ideas for class projects 	<ul style="list-style-type: none"> Questions on assignment Assignment - Business Model Canvas Groups Formed, Discussions commence on business ideas
11-Feb	Week 4	<ul style="list-style-type: none"> Business Owner Shares their experiences. 	<ul style="list-style-type: none"> Lecture from Business Owner Confirm business ideas Assign team member roles Submit assignment - Business Owner Interview
18-Feb	Week 5	<ul style="list-style-type: none"> Group Business idea announced in class Class gives feedback to each other's ideas 	<ul style="list-style-type: none"> Team roles confirmed Access granted to Live Plan Live Plan (Demo) Lecture- Research, Data, Analysis Lecture - Social Entrepreneurship
25-Feb	Week 6	Research feedback, group discussions on Pitch deck preparations	<ul style="list-style-type: none"> Lecture - Pitch Deck Lecture - Revenue Models
4-Mar	Week 7	<ul style="list-style-type: none"> Topic: - Financing / Financing Options / Assistance from Government 	<ul style="list-style-type: none"> GIDC Guest Speaker / Loans Officer
11-Mar	Week 8	Mid Term Deliverable	Pitch Deck Submitted
18-Mar	Week 9	<ul style="list-style-type: none"> Product and services of business Target Market Pricing Models Exit Plans 	<ul style="list-style-type: none"> In Class Discussion Entrepreneurial mindset
25-Mar	Week 10	Continued from week 9	<ul style="list-style-type: none"> Groups working on business plan
1-Apr	Week 11	Go to market planning and Implementation	<ul style="list-style-type: none"> Groups working on business plan
8-Apr	Week 12	Financials (Balance Sheet, P&L, etc)	<ul style="list-style-type: none"> Groups working on business plan
15-Apr	Week 13	Final Pitch Deck ready for presentation	<ul style="list-style-type: none"> Each group presents to class
22-Apr	Week 14	Final stages of business plan within live plan	<ul style="list-style-type: none"> Business Plan Reviewed

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39 - Apr	Week 15	Presentation to class of final pitch deck	<ul style="list-style-type: none"> Final presentation to class and outsider invited guests
6 - May	Week 16	Final project submitted by midnight	Sakai submission

POLICY INFORMATION

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

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Attendance Requirement

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Assignment Submission Procedure:

Please note the due dates on all submissions. Every day that an assignment is late will result in 5 points being deducted per late day from the assignment score.

Classroom/Online Etiquette Procedure:

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

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Disruptive Behavior:

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

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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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 Zoom
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: Online, Zoom
Course Director Office Location: NA.

Course Support: Carina Francois Email :cfrancios@sgu.edu Ext 3726

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

COURSE CURRICULUM INFORMATION

Course Description:

This course requires students are to solve a real-world information system problem using project management and information systems methodologies and techniques acquired throughout the Information Technology degree program. On completion of the first semesters the students are to provide the following deliverables (a) Project proposal (b) Systems requirements specifications (c) System design specifications At the end of the second semester the students are required to produce the following: (a) a fully functional information System (b) present the entire project write up(c) Present project.

Course Objectives:

On completion of the first semesters the students are to provide the following deliverables (a) Project proposal (b) Systems requirements specifications (c) System design specifications

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 the second semester the students are required to produce the following: (a) a fully functional information System (b) present the entire project write up(c) Present project.

Student Learning Outcomes:

At the end of this Course the student should be able to:

- Create a project proposal, systems requirements specifications. and system design specifications
- To allow the student to put to practice the systems analysis, design and development skills they would have acquired throughout their Information technology program.

Program Outcomes Met By This Course:

CTP01: 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:

FIRST SEMESTER COURSE ASSESSMENT

Proposal and timely deliverables:	20%
Systems requirements Specifications	55%
Presentation:	25%
Total	100%

SECOND SEMESTER COURSE ASSESSMENT

Visits and timely deliverables:	20%
System design Specifications:	20%
Information System & Report	50%

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Presentation:	10%
Total	100%

Course Requirements:

- (a) Attend all classes
- (b) Be punctual
- (c) Complete all Assignments
- (d) Must attend all scheduled or announced class meetings and presentations

Course Schedule:

Topic submittal	9th February 2020
Topic Presentation	25th February 2021
Project proposal	17 th March 2021
Systems Requirements Specifications.	14 th April 2021
Presentation of work	TBA

SECOND TERM

DELIVERABLES DEADLINE

Regular Submission and visits at least 6 for Semester	Visit sheet will be provided
System Design Specifications	13th March 2021
Information System	14 th April 2021
Presentation and Full Project Write up	20 th / 22 nd April 2021

Scheduled Presentations

Students are mandated to attend these and other announced sessions.

Presentation 1	TBA
Presentation 2	TBA
Presentation 3	TBA

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.

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Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

Assignment Submission Procedure:

To be determined by course lecturer

Classroom/Online Etiquette Procedure:

To be determined by course lecturer

Policy/Procedure Related to the Department:

To be determined by course lecturer

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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP 406 – Information Systems Security
Number of Credits: 3
Days and Times: Monday, Wednesday | 1:00pm – 2:15pm
Semester and Year: Spring 2021

Classroom Location: Online
Pre-requisite(s): Senior Standing

Course Lecturer Name(s): Keston Bhola
Course Director Name: N/A

Course Lecturer(s) Contact Information: kbhola001@sgu.edu, ext. 3750
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: 10:30 – 3:30 | Tue, Thur
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Leeward Hall, 2nd Floor
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3726

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

COURSE CURRICULUM INFORMATION

Course Description:

Our world is increasingly becoming more dependent on data and the systems that accept, process, provide and store such. In addition, network technologies have facilitated interconnection among these various systems allowing access from virtually anywhere. As John Gage put it, the network is the computer (Graham-Cumming, 2019).¹ Highly sensitive economic, financial, military, ad personal information is stored and processed in a global network that spans countries, governments, businesses, organizations, and individuals. Regardless of the countless uses and advantages, this

¹Graham-Cumming, J. (2019, July 19). The Network is the Computer. Retrieved from The Cloudflare Blog: <https://blog.cloudflare.com/the-network-is-the-computer/>

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affordance comes with numerous risks. Securing cyberspace is now synonymous with securing the normal functioning of our daily lives (Jacobs, 2011)².

US Federal government committee “Committee on National Security Systems” defines Information Systems Security as: “Protection of information systems against unauthorized access to or modification of information, whether in storage, processing or transit, and against the denial of service to authorized users, including those measures necessary to detect, document, and counter such threats.” (Committee on National Security Systems, 2010)³

This course discusses the main principles guiding the information security posture needed for personal or organizational data and technology assets, namely Confidentiality, Availability, and Integrity, often referred to as the CIA triangle.

Course Objectives:

1. Identify various network components, both hardware- and software-based, to support organizational security.
2. Analyze indicators of compromise and determine the type of malware.
3. Perform basic penetration testing and vulnerability scanning
4. Discuss cloud and virtualization concepts
5. Explain cryptography algorithms and their basic characteristics.
6. Draft general IT policies

Student Learning Outcomes:

1. Compare and contrast types of attacks.
2. Use appropriate software tools to assess the security posture of an organization.
3. Explain use cases and purpose for regulatory frameworks, best practices, and secure configuration guides.
4. Explain the importance of physical security controls
5. Compare and contrast identity and access management concepts
6. Explain the importance of policies, plans and procedures related to organizational security
7. Discuss incident response procedures.
8. Compare and contrast basic concepts of cryptography.

Program Outcomes Met By This Course:

CTPO1 - Analyse a problem, identify, and define the computing requirements appropriate to its solution

CTPO2 - Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs

CTPO4 - Recognize the need for and engage in continuous professional development.

² Jacobs, S. (2011). *Engineering Information Security: The Application of Systems Engineering Concepts to Achieve Information Assurance*. Singapore: Wiley-IEEE Press.

³ Committee on National Security Systems. (2010, April 26). National Information Assurance (IA) Glossary. Retrieved from Office of the Director of National Intelligence:

https://www.dni.gov/files/NCSC/documents/nittf/CNSSI-4009_National_Information_Assurance.pdf

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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:

CompTIA Security+ SY0-501 Cert Guide (Certification Guide), 4th Edition, David L. Prowse, Pearson IT Certification (December 2017)

Supplementary Readings/Resources:

Computer Security Fundamentals [Pearson IT Cybersecurity Curriculum (ITCC)], 3rd Edition, William Chuck Easttom, Pearson IT Certification (June 2016)

Network Defense and Countermeasures: Principles and Practices [Pearson IT Cybersecurity Curriculum (ITCC)], 3rd Edition, William (Chuck) Easttom II, Pearson IT Certification (April 2018)

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 four broad categories

- Assignments: assessments involving theory, research, and analysis.
- Labs: practical assessments. Some may be recorded as mini-labs, which are labs which may not be graded. If graded, the weight is significantly less than the full 'Labs'.
- Forums: peer-based discussions. Post your thoughts on a particular subject. View and respond to your classmates own posts.
- Exams: assessments under strict controlled conditions. Given using ExamSoft Exemplify (with Exam Monitor). Include midterm and final exams. May involve short/in-class quizzes (TurningPoint/Sakai) that assess your understanding of concepts at the end of class sessions. Short/inclass quizzes may not be as rigorously controlled and even if graded, primarily contributes to you assessing your understanding of the material.

Grade weight distribution is as follows:

- Assignments: 35%
- Labs: 35%
- Forums: 10%
- Exams: 20%

Course Requirements:

- Software required: Oracle VirtualBox, various other software will be provided as needed

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Course Schedule:

Week	Topics	Readings	Assessment and Activities
1	Syllabus Discussion	- Syllabus [In Sakai] - Syllabus Addendum - CompTIA Security+ Exam objectives	Install TurningPoint on your device
	Introduction to Information Systems Security -Definitions, related fields -Importance, relevance -Security principles and goals (CIA triangle) -Common body of Knowledge (CBK)	Chapter 1: pp. 3-8	Forum discussion
	Threats -think like a hacker -actor types and attributes	Chapter 1, pp. 9-11	Chapter 1 Quiz
2	Types of Attacks -Social engineering -DDoS -Mac and IP Spoofing -Man-in-the-middle -Buffer overflow (CH. 5, 153)	Chapter 5, pp. 144-158 Chapter 7, pp. 226-250 Chapter 9 pp. 285-293 Chapter 17, pp.583-590	Assignment 1: DDoS, Social Engineering Phishing End of Chapter Quiz
3	Malware -Viruses, ransomware, worms, trojans, spyware/adware, rootkits	Chapter 2	
	Physical and Facilities Security Controls	Chapter 17, pp. 593-602 Chapter 10, pp.321-326	Lab End of Chapter Quiz
4	Infrastructure Security: Computer -OS security (applications and system), vendor recommendations -Virtualization concepts -Security applications -Securing hardware and peripherals	Chapter 3, pp.53-66 Chapter 4	Lab End of Chapter Quiz
5	Infrastructure Security: Network -design elements -how a network works: IP address, ports, URLs, the Internet -cloud and server defense -securing wired networks and devices	Chapter 6 Chapter 7, pp.217-225 Chapter 9, pp. 285-294	Lab End of Chapter Quiz
6	Network security technology, tools and approaches -Firewalls, VPNs, Routers, Gateways, Access Points -Honeypots and honeynets - Network Intrusion Protection Systems (NIPS) and Network Intrusion Detection Systems (NIDS) -Other command line tools	Chapter 8	Lab End of Chapter Quiz Assignment 2
7	Infrastructure Security: Wireless and Mobile Devices -connection methods -management concepts -deployment models (BYOD, VDI, Co-operate owned)	Chapter 3, pp. 66-78 Chapter 9, pp. 295-311	Lab
8	Midterm Exam		

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9	Vulnerabilities and Risk assessment -basic concepts -application vulnerabilities -penetration testing vs. vulnerability scanning -vulnerability management	Chapter 5, 12	Lab Forum End of chapter quiz
10	Monitoring and audit: use appropriate tools to assess the security posture of an organization -monitoring and auditing -network scanners, protocol analyzers, vulnerability scanners, exploitation frameworks	Chapter 13	Lab Forum End of chapter quiz
11	Identity and Access Management - authentication, authorization and accounting (AAA) - biometrics, physical access controls, two factor authentication - account types and policies -VPNs	Chapter 10, 11	Lab Forum discussion End of chapter quiz
12	Cryptography and PKI -Uses cases including authentication and non-repudiation -Symmetric and asymmetric algorithms -Steganography and obfuscation	Chapter 14	Lab Forum discussion End of chapter quiz
13	Cryptography and PKI -digital signatures and certificates -random number generation -PKI discussion -wireless security settings -Cryptographic Attacks	Chapter 15	Lab Forum discussion End of chapter quiz
14	Redundancy and Disaster Recovery -Redundancy and backup -Incident response -Continuity and recovery	Chapter 16 Guest Lecture	Lab Forum discussion End of chapter quiz
15	Policy, Legal Regulations & Compliance -Operating procedures -Personnel management: Separation of duties, principles of least privilege, hiring, background checks, exit checks -Security policies: SGU Computing guidelines and policies examples	Guest Lecture	Assignment Forum End of chapter quiz
15	Policy, Legal Regulations & Compliance - Legislative Regulation of Electronic Conduct in Grenada - Other regulatory frameworks (Caribbean, international and other jurisdictions) Organizations Policies -data sanitization	Chapter 18	Forum Discussion
16	Final Exam		

Note: Outline schedule subject to be slightly modified as the semester progresses. Nevertheless, the above represents the course outline as expected to be followed.

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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.

KestonBholaCOMP406Spring2021-Assignment1.docx

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

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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: ZOOM
Pre-requisite(s): COMP202 Computer and Information Systems or permission of Chair

Course Lecturer Name(s): Mr. Keron Noel
Course Director Name: N/A

Course Lecturer(s) Contact Information: 473-444-4175Ext.3001; knoel9@sgu.edu
Course Director Contact Information: N/A

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

Course Lecturer(s) Office Location: Zoom 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:

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:

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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%
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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:

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Course Work	20%
Mid-term	25%
Project	20%
Final	35%

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

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 		#1 due: end of week 3

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	<ul style="list-style-type: none"> ■ SDLC ■ CASE Tools 		
4	■ Entity Relationship Diagram		
5	<ul style="list-style-type: none"> ■ Project Management ■ System selection ■ Feasibility study ■ Activity planning and control 	#2 Given	
6	<ul style="list-style-type: none"> ■ Activity planning and control (cont) ■ Analysis Techniques ■ Interviews ■ Questionnaire 		#2 due: end of week 6
7	<ul style="list-style-type: none"> ■ Analysis Techniques (cont) ■ Observation ■ Document Review ■ Analysis Methods ■ Prototyping 		
8	Midterm	Midterm & Project Given	Midterm
9	<ul style="list-style-type: none"> ■ System proposal ■ Analysis Methods (cont.) ■ RAD ■ Agile modeling ■ DevOps 		
10	■ 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 ■ Structured English ■ Decision tables 	#4 Given	
13	<ul style="list-style-type: none"> ■ Process Specifications ■ Decision tables (cont.) ■ Decision trees 		#4 due: end of week 13
14	■ 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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Assignment Submission Procedure:

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Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: COMP410 IT Service Learning
Number of Credits: Three (3)
Days and Times: Tuesday 11:30 AM – 12:45 PM
Semester and Year: Spring/ Fall
Classroom Location: Field work
Pre-requisite(s): Senior Standing or permission of Chair

Course Lecturer Name(s): Michael Roberts
Course Director Name: Dr. Thompson Cummings

Course Lecturer(s) Contact Information: Tel#: 473-444-4175 Ext. 3727; Email: mroberts@sgu.edu

Course Director Contact Information: Tel#: 473-444-4175 Ext. 3178; Email: tcummings@sgu.edu

Course Lecturer(s) Office Hours: Wednesdays 11:30 – 12:45 PM
Course Director Office Hours: Wednesdays 11:30 – 12:45 PM

Course Lecturer(s) Office Location: Building D (Leeward Hall) 1st. Floor
Course Director Office Location: Building D (Leeward Hall) 1st. Floor

Course Support: Carina Francois, cfrancois@sgu.edu Ext. 3726

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to provide Information Technology students the opportunity to apply the knowledge and skills they would have acquired in the classroom to the community's needs. The Service learning is approximately 160 hours of workplace employment or research work that will benefit the community. Students will perform on-the-job assignments given by their workplace supervisor. Students are expected to keep a log of activities performed.

Course Objectives:

1. To provide an excellent opportunity for students to put concepts, knowledge and skills learned in the classroom and lab while serving with a community partner.

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2.To provide a stepping stone to (i) full-time employment in the Information Technology (IT) industry or (ii) research at the graduate level.

Student Learning Outcomes:

Upon successful mastering of the material in this course, students will be able to:

- 1.apply the IT knowledge and skills acquired in the classroom to the organization in which the service learning program is carried out.
- 2.to gain relevant workplace experience and exposure to IT in organizations and/or in the community.
- 3.Acquire the skill set necessary to enable them to undertake successful IT projects.
- 4.Carry out research and report on it. This applies to students undertaking research.

Program Outcomes Met By This Course:

- CTP03 which is to demonstrate professional and ethical responsibilities.
- CTP05 which is to 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: • Prescribed Text(s): No prescribed text however the book Systems Analysis and Design. 8th. Edition. Kendall and Kendall. Prentice Hall can be helpful.

Supplementary Readings/Resources: Other Readings/Resources: The Internet

Course Grading Requirement:

Grades will be assigned as follows:

- S: $\geq 69.5\%$
- U: $< 69.5\%$

Course Requirements:

Course Requirements and Percent of Grade:

Workplace supervisor evaluation: 70%

Academic supervisor evaluation - Presentation and Reports: 30%

Course Schedule:

N/A

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POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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

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

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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

“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:

N/A

Classroom/Online Etiquette Procedure:

Workplace – guided by workplace policy.

Classroom - Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class.

e.g. Disruptive Behavior

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

Online behaviour

When using Sakai you are expected to communicate and behave in an ethical manner. Ethical behavior includes but not limited to:

- You must not be involved in the practice of insulting, disrespecting or attacking another student. When expressing your disagreement on a subject matter please do so politely.
- You must not shout – avoid using all capitals in words because all-caps are considered ‘shouting’ when communicating online.
- You must avoid using offensive language and making racist or sexist comments.
- You must not commit illegal acts online.
- You must respect fellow students and others intellectual property.

Please read “Ten Commandments of Computer Ethics” at <http://courses.cs.vt.edu/~cs3604/lib/WorldCodes/10.Commandments.html>

Policy/Procedure Related to the Department:

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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 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 412 E-Commerce
Number of Credits: 3
Days and Times: Tue:-Thu 8:30 -9:45AM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Michael D Roberts
Course Director Name: NA
Course Lecturer(s) Contact Information: mrobrerts@sgu.edu 444-4175 Ext 2737
Course Director Contact Information: NA.

Course Lecturer(s) Office Hours: Mon:10:00AM-2:00PM TUE:10:00AM-1:00PM
WED: 10:00AM-1:00PM
Course Director Office Hours: NA

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

Course Support: Carina Francois, cfraccois@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 the design, implementation and testing of web-based applications and social software, and the incorporation of a variety of digital media into these applications. Students are exposed to a range of web technologies, both client-side and server-side. In addition, some of the major issues associated with e-Commerce will be explored.

Course Objectives:

- (1) To provide the student with the relevant knowledge to create an Electronic Commerce business

Student Learning Outcomes:

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

- (1) Design an E-commerce business model
- (2) Describe and discuss the Content and frame work of E commerce
- (3) Describe the benefits of e Commerce to Organizations

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(4) Describe the major Electronic Commerce activities and processes and the mechanism that support them

(5) Create a fully functioning Electronic Commerce Website.

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: E-Commerce Essentials Kenneth C. Laudon, *New York University* Carol Traver ISBN-10: 0133544982 • ISBN-13: 9780133544985 ©2014 • Prentice Hall • Paper, 504 pp

Supplementary Readings/Resources: Additional reading materials and resources will be made available by the Lecturer

Course Grading Requirement:

Project	35%
Assignments	25%
EXAMS	35%
Participation	5%
	100

Course Requirements:

(a) Attend all classes

(b) Be punctual

(c) Complete all Assignments and submit on time

Course Schedule:

1: The Revolution Continues

2: E-commerce Business Models and Concepts

3: E-commerce Infrastructure: The Internet, Web, and Mobile Platform

4: Building an E-commerce Presence: Web Sites, Mobile Sites, and Apps

5: E-commerce Security and Payment Systems

6: E-commerce Marketing and Advertising Concepts.

7: E-commerce web design.

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

To be determined by course lecturer

Classroom/Online Etiquette Procedure:

To be determined by course lecturer

Policy/Procedure Related to the Department:

To be determined by course lecturer

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 420 – Database Systems
Number of Credits: 3
Days and Times: Monday, Wednesday | 10:00 am – 11:15 am
Semester and Year: Spring 2021
Classroom Location: Online Delivery
Pre-requisite(s): COMP402- Systems Design and Implementation

Course Lecturer Name(s): Keston Bhola
Course Director Name: N/A

Course Lecturer(s) Contact Information: kbhola001@sgu.edu, Ext. 3750
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: 10:30am – 3:30pm | Tue, Thur
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Leeward Hall, 2nd Floor
Course Director Office Location: N/A

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3726

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

COURSE CURRICULUM INFORMATION

Course Description:

The course covers the design, implementation and management of Database Systems. While SQL based systems have been the standard of databases in recent years, there is recently an exodus towards a classification of systems referred to as NoSQL systems. SQL performs well in structured contexts. As the world is now defined in unstructured contexts, with a plethora of data being generated every day, such NoSQL systems offer scalability and performance improvements over the standard SQL systems. Nevertheless, SQL based systems still form the bedrock of numerous modern systems and its importance and proven stability is important to the functioning of mission critical systems globally. Both systems will be covered with a focus on real world examples. This course builds on Entity Relationship modeling concepts taught in the prerequisite, Introduction to Relational Databases, and introduces NoSQL concepts using the popular MongoDB suite of applications.

Course Objectives:

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1. Students will appreciate the importance of data as a tool to enable proper decision making.
2. Students will be able to understand and relate to structured and unstructured data and the applications of both.
3. Students will gain an understanding of the practical aspects of database design and be able to use data modeling tools. They will develop real and useful design skills.
4. Students will be introduced to unstructured data languages such as JSON and XML
5. Students will be taught how to implement basic unstructured databases using MongoDB.
6. Students will learn Structured Query Language (SQL) and use it to implement and manage databases.
7. Students will understand how databases are affected by real-world transactions. They will understand the characteristics of database transactions and how they affect database integrity and consistency. They will examine solutions to the potential problems that concurrent transactions may introduce.
8. Students will be introduced to basic database performance tuning parameters for SQL based systems. They will build an understanding of the file structures that constitute a database, specifically indexes and be able to implement measures to improve database performance in enterprise databases.
9. Students will be introduced to the managerial and technical roles of a Database Administrator.

Student Learning Outcomes:

1. Differentiate between structured data models based on their level of abstraction.
2. Create and defend a given entity relational diagram against a set of business requirements.
3. Compose SQL statements for the purpose of creating, accessing, and modifying relational databases.
4. Discuss issues affecting performance of relational databases.
5. Argue and defend the need for alternative data management practices to manage the ever-growing sources and repositories of data.
6. Design a NOSQL schema using MongoDB software suite of tools
7. Compose basic CRUD statements using the MongoDB query language
8. Propose data management solutions for small for medium sized businesses.

Program Outcomes Met By This Course:

- CTPO-1 - Analyse a problem, identify, and define the computing requirements appropriate to its solution
- CTPO-2 - Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs

SAS Grading Scale: Grades will be assigned as follows:

- 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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Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: ECON 101 Fundamentals of Political Economy
Number of Credits: 3
Days and Times: Monday, Wednesday, Friday 4.30-5.20 pm
Semester and Year: Spring 2021
Classroom Location: online
Pre-requisite(s): None

Course Lecturer Name(s): Gregory Renwick BBA, MA, LLB (Hons)
Course Director Name: Gregory Renwick
Course Lecturer(s) Contact Information: 4433395, 4147500
Course Director Contact Information: N/A

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

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

Course Support: Nikisha Thomas, Nichole Philip

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:

Political Economy has been defined as a social science dealing with political policies and economic processes, their interrelations, and their influence on social institutions. This course will take a multidisciplinary approach drawing from many subjects, i.e. history, economics, sociology and political science to describe how political institutions work, within economic and political environments, interacting with and influencing each other. The combination of economics and politics provide insights into the most fundamental issues affecting our common problems in nation states. The course will also refer to policy initiatives in the distribution of income, taxation policies and the actions of the public sector as determined by the political process and the prevailing economic system. In essence, how the struggles for power and for wealth affect each other as well as the prevailing politics at the time.

Course Objectives:

1. Understanding the development of economic thought and practice through the prism of history.
2. Linking economics and politics as tools to analyze the social transformations that preoccupied

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the great economic thinkers throughout the centuries.

3. Explain the relationship between pre-capitalist and capitalist societies.

Explain how political economy has been transformed from the past to the present.

4. Students will be exposed to a multidisciplinary curriculum that allows them to analyze their findings through a theoretical approach.

5. Explain how political economy has been transformed from the past to the present.

6. Applying concepts of political economy to contemporary issues.

Student Learning Outcomes:

1. Political Economy students must understand the intersection between international politics and economics and learn about the effects of politics on economic policy at the state, national, and international levels.

2. Articulate the role and importance of economics as a social science.

3. Recall the basic terminology of economics.

4. Analyze and apply basic economic concepts to real world economic situations.

5. Begin the process of recognizing the merits and limitations of the economic way of reasoning to identify key issues pertaining to the future of capitalism.

6. Apply simple quantitative and qualitative tools to analyze political economy.

Program Outcomes Met By This Course:

PO 3. Develop quantitative literacy skills and confidence using numerical data.

PO 4. Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: N/A

Supplementary Readings/Resources: An Introduction to Political Economy by R. Page Arnot, Publishers; Lawrence and Wishart Ltd. London

Journal of Political Economy

Course Grading Requirement:

Course grading requirement:
Assignments – 25%
Midterm take home assignment – 25%
Final/Project Presentation – 35%
Class participation and Discussion – 15%

Course Requirements:

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1. Students will be required to read material on the relevant topics before class.
2. Submit assignments in a timely manner.
3. Participate in classroom discussion.
4. Be courteous and respectful of other participants' contribution.
5. Attend and be punctual in attendance for class.

Course Schedule:

WEEKS	TOPIC	READINGS
Week 1	Topic 1. The economic way of thinking	Miller, <i>Economic Today</i> , Chap1; Class handouts
Weeks 2-3	Topic 2. What Is Political Economy? Background and Context	Handouts
Week 4	Topic 3. Ancient foundations of economic thought	Mehar1, Tesla, <i>A Short History of Economic Thought</i> , pages 21-32 ; Samuels, Warren, <i>A Companion to the History of Economic Thought</i> , pages 11 to 14;
Week 5	Topic 4. Pre-Classical Economics (18th century and earlier)	Sandelin, Bo, <i>A Short History of Economic Thought</i> , pages 3 to 14; Class handouts
Weeks 6 -7	Topic 5. The Mercantilist era	Samuels, Warren, <i>A Companion to the History of Economic Thought</i> , pages 46 to 60
WEEK 8		Midterm assignment.

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Weeks 9 -10	Topic 7. The significance of the Labor Theory of Value	Dooley, Peter <i>The Labour Theory of Value</i> , Pages 136 to162
Week 11	Topic 8. The Marxist and Malthusian dismal economics	Foley, Duncan K. <i>Notes on the Theoretical Foundations of Political Economy</i>
Week 12	Topic 9. The rise of Neo-Classical Economics	Handouts
Week 13	Topic 10.Thorstein Veblen and the emergence of modern Capitalism	Veblen, Thorstein, <i>The Theory of the Leisure Class</i>
Weeks 14-15	Topic 11.Capital and Labor tensions	Sorensen, Michael, <i>Capital and Labor: Can the conflict be solved?</i>
Week 16	Presentation	Final Papers' submissions

[POLICY INFORMATION](#)

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Attendance Policy:

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Assignment Submission Procedure:

Late submission of assignments will result in an automatic mark reduction unless there was prior notification and approval.

Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of **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: Spring 2021
Classroom Location: Online
Pre-requisite(s): ECON 100 – Principles of Economics

Course Lecturer Name(s): Mr. Lennox Andrews
Course Director Name: **Mr. Gregory Renwick**

Course Lecturer(s) Contact Information: leandrews@sgu.edu; ext. 3692
Course Director Contact Information: grenwick@sgu.edu; ext. 3361

Course Lecturer(s) Office Hours: By appointments only
Course Director Office Hours: **Open & by appointment**

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

Course Support: Nikisha Thomas, nstomas@sgu.edu & ext. 3692

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

COURSE CURRICULUM INFORMATION

Course Description:

Economics is the study of how people and societies allocate resources among competing demands. This course offers an introductory treatment of the microeconomics theory which focuses on decision making at the level of the individual and the firm. The course will begin with the theory of the consumer, which explains the production decisions of firms to maximize profit and remain competitive in the market. The reason for market failure will also be examined. The government's intervention to correct market failure will be assessed with particular attention to its effectiveness and relevance.

Course Objectives:

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1. The primary aim is to familiarize students with the basics of conventional economic theory and to lay the foundation for further study in economics.
2. To provide students with the basic tools that will allow them to better appreciate economic decision making and economic policy in the real world.
3. Introduce students to the economic way of thinking that will lead to 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.

Supplementary Readings/Resources: “The Economist”

“Eastern Caribbean Central Bank economic & financial review.

“CANA Business: The financial magazine of the Caribbean community”

Course Grading Requirement:

Attendance & Participation online	10%
Online Assignments	40%
Midterm Exam	25%
Final Exam	25%

Course Requirements:

Attendance and class participation is important
 Completion of all assignments & exams.

Course Schedule:

Weeks 1 and 2: The Nature of Economics

1. Introduction to Economics.
2. The fundamental problem in Economics.
3. Scarcity.
4. Economic resources.
5. Opportunity costs.

Week 3, 4 and 5: The Theory of the Consumer

1. Demand issues.
2. Supply issues.
3. Market equilibrium.
4. Elasticity.
5. Consumer Choice

Week 6: The Theory of the Firm-Production and cost in the short-run

1. Profit and costs.
2. Choices available to the firm.
3. Production function in the short-run.
4. Cost variation in the short-run.

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Week 7: Production and cost in the long-run

- 1. Profit maximization and cost minimization**
- 2. The principal of substitution.**
- 3. Long-run cost curves.**
- 4. Technological change.**

Week 8: Mid-Term Exam

Week 9: Perfect Competition

- 1. Competitive market structure and firm's behaviour**
- 2. The theory of perfect competition**
- 3. Short-run decisions under perfect competition**
- 4. Long-run decisions under perfect competition**

Week 10: Imperfectly Competitive Markets

- 1. Short-run monopoly cost and revenue.**
- 2. Short-run monopoly profit maximisation**
- 3. Long-run monopolistic equilibrium.**
- 4. Cartels as monopolies**
- 5. Price discrimination in monopoly**

Week 11: Imperfectly Competitive Markets continued

- 1. Monopolistic competition**
- 2. Oligopoly**

Week 12, 13, 14: Revision of unclear topics

Week 15: Market Failure and Government's intervention

- 1. Causes and symptoms of market failure**
- 2. Rationale for government intervention.**
- 3. Government intervention.**

Week 16: Course Review

Final Exam

POLICY INFORMATION

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Attendance Policy:

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Assignment Submission Procedure:

Assignments must be clearly written or typed.

Must be submitted by the due date and on time.

Classroom/Online Etiquette Procedure:

The use of cell phones is prohibited during lectures.

Policy/Procedure Related to the Department:

Students must be dressed appropriately when delivering presentations.

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ECON202- Macroeconomics
Number of Credits: 3
Days and Times: Monday and Wednesday 5.30 -6.45 pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Gregory Renwick BBA, MA, LLB (Hons)
Course Director Name: Gregory Renwick

Course Lecturer(s) Contact Information: 414 - 7500
Course Director Contact Information: Same as above

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

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

Course Support: Ms. Phillip and Ms. N. Thomas

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

COURSE CURRICULUM INFORMATION

Course Description:

Macroeconomics is the branch of economics that examines the economic 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.

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Course Objectives: By the end of the course students must be familiar with key macroeconomic variables and the skills to

1. Define economic growth in terms of changes in the production possibilities curve and in real gross domestic product.
2. Define nominal gross domestic product and real gross domestic product
3. Compare and contrast as well as discuss various measures of output and income;
4. Identify the components of the expenditure and the income approaches to the measurement of GDP.
5. Analyze the effects taxation during a macroeconomic recession and expansion.

Student Learning Outcomes:

At the end of the course students should be able to:

1. Explain the role and importance of the study of macroeconomics.
2. Recall the basic terminology utilized in macroeconomics.
3. Evaluate basic economic concepts that are applied to real world economic situations.
4. Demonstrate the various methods used by economists to analyze economic problems.
5. Demonstrate the ability to analyze and respond to arguments about the merits and limitations of the economic way of reasoning.

Program Outcomes Met By This Course:

PO 3. Develop quantitative literacy skills and confidence using numerical data.

PO 4. Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials: Course Materials:

1. An Introduction to Modern Economics by Hardwick, Langmead & Khan.
2. Introductory Economics – Barry Harrison, Charles Smith and Brinley Davies
3. Supplementary Readings/Resources: Economics Today by Roger LeRoy Miller.

www.investopedia.com

www.khanacademy.org

Any Macroeconomics text would be adequate.

As there is no specifically assigned course text, assigned readings would be by subject matter.

Supplementary Readings/Resources: Relevant handouts

Course Grading Requirement:

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Assignments/quizzes	30%
Mid Semester essay assignment	30%
Final essay assignment	30%
Class participation	10%

Course Requirements:

1. Students will be required to read material on the relevant topics before class.
2. Submit assignments in a timely manner.
3. Participate in classroom discussion.
4. Be courteous and respectful of other participants' contribution.
5. Attend and be punctual in attendance for class.

Course Schedule:

WEEKS	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. Macroeconomic 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	
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

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		5.The Beveridge Curve
Weeks 14 -15	<i>Trade Theories, Balance of Payments and Forex</i>	1.Trade and Economic Growth 2. Absolute and Comparative Advantage. 3.The Balance of Payments and Exchange rates 4. Balance of Payments equilibrium and disequilibrium
Week 16	FINAL Assignment	

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Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: ENGL002 – Foundation English - 0
Number of Credits: 3
Days and Times: Mon, Wed, Fri 9:30 a.m. – 10:20 a.m.
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): Placement Exam

Course Lecturer Name(s): Erin Jamieson
Course Director Name: Mr. Asher Mains

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

Course Lecturer(s) Office Hours: 9 a.m. – 4 p.m.
Course Director Office Hours: 9 a.m. – 4 p.m.

Course Lecturer(s) Office Location: Ballsier Building, G Block
Course Director Office Location: Ballsier Building, G Block

Course Support: Nichole Phillip, nphilli2@sgu.edu; 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 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, 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

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Student Learning Outcomes:

1. Develop the necessary skills required for college level writing
2. Use relevant information from various conventional and electronic sources
3. Improve the reading effectiveness of students academically, professionally and personally
4. Sharpen ability to think clearly, logically, critically and effectively through reading.

Program Outcomes Met By This Course:

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: The Curious Writer, a Concise 5th Edition – by Bruce Ballenger

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

Course Grading Requirement:

Assignments (4 total)	20%
Midterm Exam	20%
Short Talk	15%
Final Exam	20%
Writing Portfolio	20%
Attendance and Participation	5%

Course Requirements:

N/A

Course Schedule:

Lectures & Assignments: The following schedule may be adjusted as needed.

<p>Week 1</p> <p>Course introduction (outline, grading policy, homework, textbook, office hours, Writing Centre etc.)</p> <p>Administrative Reminders: Registration, Add/Drop, Sick Leave, LOA, plagiarism, late assignments.</p> <p>A Look at Language: Standard English vs. Dialect (+ Discussion)</p> <p>Benefits of Language Flexibility (CSME, self-marketability, etc.)</p> <p>Preliminary Quiz; Avoidance of Plagiarism & APA Style</p>

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<p>Week 2 Types of Sentences and End Punctuation (Give study sheets: Root Words, Prefixes, Suffixes: Commonly Misspelled Words) 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</p>
<p>Week 3 Basic Parts of Speech; Types of Nouns Types of Verbs (action, linking, verb phrase; Transitive and Intransitive Verbs Prepositions and Prepositional Phrases & relationship to subject</p>
<p>Week 4 TEST #1 (in-class) READING Main Idea; Patterns of Development Paragraph Structure/Topic sentence; Major and Minor Details Introduction to Class Project</p>
<p>Week 5 Capitalization Rules/ Paragraph Writing Types of writing; Writing paragraphs; paragraph structure (topic sentence, main idea, major/minor details, transitions) Narrative Writing – Essay Parts of the Essay Quotation Marks and Writing Dialogue/Conversation</p>
<p>Week 6 TEST #2 (online) More Vocabulary and Reading Exercises Written Assignment #1 (Narrative Essay/Conversation)</p>
<p>Week 7 Catch up and Review of APA (Figures of Speech (Simile, metaphor, personification, onomatopoeia)</p>
<p>Week 8 TBA</p>
<p>Week 9 Descriptive Writing Subject/verb agreement) (Written Assignment 2 Descriptive paragraph Punctuation: part 1 Semicolons, Colon, Dash, Hyphen, Ellipsis Comma Usage</p>
<p>Week 10 Presentations</p>

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Week 11 (Online Comprehension) Examining an essay: Expository writing Planning an essay (Essay planning sheet) Reading and Comprehension Comprehension: Literal/Inferential Plurals and Possessives: Using the Apostrophe Vocabulary
Week 12 Online TEST #3 Grammar/Reading Analysis of sample expository essay using skeleton outline Essay writing continued: Writing an introduction and a conclusion for expository essay Reading, Comprehension and Vocabulary review and practice
Week 13 Written Assignment #4: Writing a 5-paragraph Faulty Parallelism Dangling Modifiers
Week 14 TBA
Week 15 TBA
Week16 TBA

[POLICY INFORMATION](#)

[Plagiarism policy: Academic Integrity](#)

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

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

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

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Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on 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 details will be provided in-class and 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 dropbox. **It is your responsibility to ensure that you are able to view the dropbox on Sakai at**

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least 24 hours before the submission time. If you cannot view it, you need to notify me at least 24 hours ahead of due time.

- If you should have technical difficulties, please proceed as follows to minimize the delay (and therefore the penalty). As soon after you recognize that you have an issue:
 - send your assignment by email attachment
 - in the subject line, identify the assignment that is attached (i.e., “Week 3 Assignment”)

Classroom/Online Etiquette Procedure:

Classroom Etiquette:

Active class participation is expected. This active participation will assist in your ability to learn and apply the information presented. Students are expected to turn off all cell phones, tablets, laptops, or any other device that may disrupt the class. Please do not sleep, do work for other classes, or carry-on conversations with friends, as this is disrespectful to your instructor and your 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: ENGL107-0
Number of Credits: 3
Days and Times: Tues & Thurs 4-5.15
Semester and Year: Spring21
Classroom Location: ONLINE
Pre-requisite(s): ENGL002 or Placement Exam

Course Lecturer Name(s): Erin Jamieson
Course Director Name: Mr. Asher Mains

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

Course Lecturer(s) Office Hours: 9am-4pm
Course Director Office Hours: 9am-4pm

Course Lecturer(s) Office Location: Ballsier Building, G Block
Course Director Office Location: Ballsier Building, G Block

Course Support: Nichole Phillip nphilli2@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

At the end of this course, students will be familiar with the skills of academic reading, writing and critical thinking that will prepare them for more advanced college work. This course aims to train students to write clearly and intelligently, and think critically within their various program disciplines, with an overall goal of improving students' academic, professional and personal writing.

Course Objectives:

1. Gain skills of academic reading, writing and critical thinking
2. To write clearly and intelligently in various program disciplines

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3. Improve academic, professional and personal writing

Student Learning Outcomes:

1. Develop the necessary skills required for college level writing
2. Use relevant information from various conventional and electronic sources
3. Improve the reading effectiveness of students academically, professionally and personally
4. Sharpen ability to think clearly, logically, critically and effectively through reading.

Program Outcomes Met By This Course:

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: The Curious Writer, a Concise 5th Edition – by Bruce Ballenger

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

Course Grading Requirement:

Assignments (4 total)	20%
Midterm Exam	20%
Short Talk	15%
Final Exam	20%
Writing Portfolio	20%
Attendance and Participation	5%

Course Requirements:

Placement test pass or Foundation course.

Course Schedule:

DAILY SCHEDULE

Lectures & Assignments: The following schedule may be adjusted as needed.

OLQ = online quiz; C & C = Compare & Contrast; C & E = Cause & Effect

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WeekTopic Assignment

Week 1

- **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 (Forum)**

Comprehension Exercises (Sakai Quizzes)

Week 2

- **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**

Week 3

- **Alternative Means of Reading – Skimming & Scanning;**
- **Metacognition & Comprehension pointers**
- **Vocabulary
Commonly confused words
Assignment #1 Due**

Assignment #2 (OLQ) Assigned

Week 4

The Paragraph:

- **Main ideas & paragraph structure**

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Patterns – relationships between ideas;

- **Writing paragraphs (expository and persuasive)**
- **Using English Effectively: Subject/Verb Agreement Review**
- **Punctuation Review: commas, semicolons, colons** **Assignment #2 (OLQ) Due**

Assignment #3 Assigned

(2 paragraphs: 1 expository or persuasive, and 1 other pattern)

Week 5

The Essay : Expository

- **The Writing Process**
- **Structure of an expository/research essay (5W's)**
- **Creating an essay outline (expository)**
- **Developing good thesis statements; introductions and conclusions**

Assignment #3 Due

Week 6

The Essay : Persuasive

- **Structure of a persuasive essay (arguments for/against, counterarguments etc.)**
- **Creating an essay outline (persuasive)**
- **Developing good thesis statements; introductions and conclusions**

Week 7

The Essay: Compare & Contrast; Cause & Effect

- **Structure of an Essay (C&C vs. C&E)**
- **Developing thesis statements; introductions and conclusions**

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- **Introduction to the Short Talk:**
-Cultural Practice
-Short Story Analysis
-Other instructor-approved topic
- **Choosing theme for Portfolio and**
- **Approval of Short Talk Topics Assignment #4**
(Choice of essay type) Assigned

Week 8

- **Essay Due on Tuesday of midterm week (Choice of Expos., Persuas., C&C or C&E)**
- **OLQ Assignment #4**
(Choice of essay type) Due

Week 9

COMPREHENSION & THINKING:

- **Comprehension, Critical Thinking and Analysis Practice**
- **Variety of comprehension and critical thinking/analysis exercises. Short Talk outline due for peer review**

Week 10

Short Talk Presentations
(live on campus)

Week 11

- **Figurative Language and Tone**
- **The Descriptive Essay (short post in Forums); read and respond to at least one essay Assignment # 5 (OLQ) Assigned**

Descriptions Forum Post

Week 12

- **The Narrative Essay (short post in Forums); read and respond to at least one essay**
Assignment # 5 (OLQ) due

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Narratives Forum Post

Week 13

Grammar Review and Vocab

Using English Effectively: Faulty parallelism/Dangling modifiers

Review and Feedback for Portfolio

Week 14

Portfolio paragraph outlines due; peer review and instructor session

Week 15

WORK ON PORTFOLIOS AND PRESENTATIONS (NO CLASSES)

Portfolio Submission

Week 16

VIDEO PRESENTATIONS ON PORTFOLIOS

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Assignment Submission Procedure:

- Assignment details will be provided in-class or posted on Sakai.
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- All electronic copies are to be submitted to the appropriate online Turnitin drop box. It is your responsibility to ensure that you are able to view the drop box on Sakai at least 24 hours before the submission time. If you cannot view it, you need to notify me at least 24 hours ahead of due time.

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Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

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 – 5:30PM-6:45PM
Semester and Year: Spring 2021
Classroom Location: E-Learning
Pre-requisite(s): None

Course Lecturer Name(s): Ronald Charles
Course Director Name: **Ronald Charles**

Course Lecturer(s) Contact Information: rocharles@sgu.edu, or 449-4666 (Whatsapp), or 435-5797 (H)
Course Director Contact Information: rocharles@sgu.edu, or 449-4666 (Whatsapp), or 435-5797 (H)

Course Lecturer(s) Office Hours: **Mon & Wed 1:pm – 4:30pm, Tue & Thur 10am – 11:30pm**
Course Director Office Hours: **Mon & Wed 1:pm – 4:30pm, Tue & Thur 10am – 11:30pm**

Course Lecturer(s) Office Location: Ballsier (Building G)
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:

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

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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 students communication practices.

Student Learning Outcomes:

1. Develop planning, writing and completion of business messages.
2. Write a variety of business formats including employment applications.
3. Demonstrate an understanding of the major types and typical sequence of job interviews as well as the attributes employers look for during an interview.
4. Create a formal report/proposal and give an oral presentation of an executive summary.
5. Demonstrate an understanding of Customer Service, professionalism and conflict resolution.
6. Demonstrate an understanding of the rules of engagement in Business Communication.

Program Outcomes Met By This Course:

PO.1 - Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: : **Excellence in Business Communication (Eleventh Edition)**
John V. Thill & Courtland L. Bovee.

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Attendance/Participation.....	10%
Assignments.....	10%
Mid-term (Cover letter + CV/Resume).....	20%
Quizzes (5% per).....	25%

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Employment Interview.....	5%
Oral Presentation.....	5%
Final Exam (Formal Report).....	25%
Subtotal.....	100%

Course Requirements:

Complete and pass English course(s).

Course Schedule:

Week 1: <u>Introduction</u>
<ul style="list-style-type: none"> • 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: <u>Achieving Success through Effective Business Communication</u>
<ul style="list-style-type: none"> • 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: <u>Verbal / Non-verbal Communication / Barriers to Communication and Intercultural Communication / Customer Service</u>
<ul style="list-style-type: none"> • Team-based Learning • Customer Service (supplemental reading)- hand out • Read Chapters 4-5 (Planning Business Messages / Writing Business Messages)
Week 4: <u>Applying the Three-Step Writing Process / Customer Service / Conflict Resolution</u>
<ul style="list-style-type: none"> • Read Chapter 6 (Completing Business Messages) • Presentation • Customer Service Exercise • Conflict Resolution (supplemental reading) – hand out • Quiz 1, chapters 1-6
Week 5: <u>Writing Business Letters, Memos, Faxes & Emails/ Preparing Planning and Writing Business Messages</u>
<ul style="list-style-type: none"> • Practice Exercises • Quiz 2, Customer Service & Conflict Resolution • Read Chapter 7 (Crafting Messages for Electronic Media)
Week 6: <u>Writing Cover Letters and Resumes / Interviewing</u>

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- Presentation
- Practice Exercises
- Lecture on supplemental reading – hand out
- Read Chapters 15-16 (Building Careers and Writing Resumes / Applying and Interviewing for Employment)

Week 7: Writing Cover Letters and Resumes/ Interviewing

- Presentation
- Writing Employment Messages and Interviewing for Jobs
- Quiz 3, chapters 15-16

Week 8: Midterms

- Cover Letter/Resume Assignment due
- Read Chapters 8-9 (Writing Routine and Positive Messages / Writing Negative Messages)

Week 9: Writing Routine, Positive, Negative and Persuasive Messages

- Presentation
- Read Chapter 10 (Writing Persuasive Messages)

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

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Week 15: Employment Interviews

- Actual – One and One interview sessions with students
- Formal Report is due at the end of this week

Week 16: Exam period

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Attendance Policy:

Attendance Requirement

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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:

- 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.

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- Please proof read and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.
- Papers that do not adhere to these guidelines will be graded accordingly.

Classroom/Online Etiquette Procedure:

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 **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 213-4
Number of Credits: 3.0
Days and Times: Mon, Wed, Fri 8.30-9.20
Semester and Year: Spring 21
Classroom Location: Online
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: Virtually, 8am-6pm

Course Director Office Hours: Virtually, 8am-6pm

Course Lecturer(s) Office Location: Balisier Building 1st Floor
Course Director Office Location: Balisier Building 1st Floor

Course Support: Nichole Phillip nphilli2@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This course aims to train students to think critically and write clearly and intelligently in their various program disciplines. At the end of the course, students should be able to express themselves effectively in a variety of writing forms for academic, professional and personal purposes.

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Course Objectives:

1. To develop critical thinking
2. To write clearly and intelligently in various program disciplines
3. Use expression effectively in a variety of writing forms for academic, professional and personal purposes.

Student Learning Outcomes:

1. Develop proficiency in the higher levels of reading and thinking – analysis, inference and evaluation
2. Empower students to critically read and analyse challenging texts
3. Develop logical arguments in writing
4. Develop research writing skills specific to students' major academic disciplines

Program Outcomes Met By This Course:

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Readings will be made available online

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

Course Grading Requirement:

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.

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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.
- 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.

Course Requirements:

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

Course Schedule:

Week (W/C = Week Commencing)	Topics	Assignment (Given / Due)
1	Introductions/Course Overview; Writing Review; Comprehension pointers; Vocabulary	<i>Response to letter essay</i>
2	Review: Avoiding plagiarism; Summarizing & Paraphrasing; Citing and Using Sources correctly; Using English Effectively; Common writing errors and vocabulary	Response to letter essay <i>Assignment #1 Personal response to article.</i>
3	Evaluating & Analyzing Arguments/Reasoning; Types of reasoning; Errors in logical reasoning	Assmt # 1 Due <i>Assignment #2</i>

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4	Persuasive writing: elements of persuasion The Proposal	
5	Evaluating the quality and completeness of evidence; Identifying & evaluating inferences and assumptions	Assmt #2 Due
6	Recognizing bias, Analytical Essay	
7	Analytical Essay and <i>preparation for video presentation on research topic</i>	Assmt #3 Due
8	Short video presentation on Research topic	
9	Research Writing: Journal articles and research projects; Finding & Evaluating Sources; Using Sources effectively. Library Skills	
10	Speech Presentations [Campus]	Assmt #4 Due
11	Annotated Bibliography / Research Writing: Literature Reviews	
12	Annotated Bibliography & Literature Reviews on Research Project/topics	Assmt #5 Due
13	Feedback on Research Preparation	Assmt # 6 Due
14	Feedback on Research Preparation	Assmt # 7 Due
15	Final Review	Assmt # 8 Due
16	Final Exam Week	

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

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St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 323: Organizational Communication
Number of Credits: 3
Days and Times: Tuesdays and Thursdays, 11:30 am – 12:45pm
Semester and Year: Spring 2020
Classroom Location: ONLINE
Pre-requisite(s): ENGL 213

Course Lecturer Name(s): Dr. Antonia MacDonald, Miss. Queen Annie Gill, Dr. Reccia Charles, Dr. Anthony Andall

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 via Zoom

Course Director Office Hours: Wednesdays, 9:00 a.m.– 3:00 p.m. via Zoom

Course Lecturer(s) Office Location: N/A

Course Director Office Location: N/A

Course Support: Nichole Phillip, nphillip2@sgu.edu, ext. 3823

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introduction to communication in organizations. It exposes students to relevant communication theories, and to issues of ethics, leadership, teamwork, diversity, global organizations, and technologies. It focuses on how effectively human communication generates success within organizations, and across various contexts, cultures, channels and media.

Course Objectives:

This course:

1. Focuses on communication as a process and skill that can help individuals and their organizations gain competitive advantage.

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2. Introduces students to contemporary philosophies, methods and designs for studying the communication systems within organizations of varying sizes.
3. Exposes students to organizational needs assessment and to a variety of the methods available for improving communication in organizations.
4. Addresses the more sensitive and challenging issues facing managers and employees in their efforts to communicate with each other.
5. Teaches students the techniques and specifications of group communication and relationships between the leader and members.
6. develop in students the values and ethics, professional attitudes and personal skills needed for their preparation as good communicators in the organization.

Student Learning Outcomes:

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

1. Compare and contrast major theories of organizational communication.
2. Describe the major functions of communication in organizations
3. Discuss the impact of technology on organizational change and employee empowerment.
4. Define corporate culture, leadership, teamwork, diversity, and ethics, and discuss how they impact organizational communication.
5. Describe the various forms of communicative relationships within organizational networks and the functions that they serve
6. Understand the relation between communication practices and culture and how this can affect the organizational communication
7. Discuss and practice decision-making and conflict-management processes utilized in organizations
8. Identify effective means of transparency and disclosure in organizations.
9. Identify effective means of crisis communication in organizations

Program Outcomes Met By This Course:

GEPO – 1: Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

GEPO -2 : Ability to demonstrate knowledge and skills related to global issues in a social, cultural, political and environmental context.

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Course Materials:

None

Course Grading Requirement:

- Quiz 1 -25marks
- Midterm exam – 25 marks
- Quiz 2 – 25 marks
- Final exams – 25 marks

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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 other
- (v) be responsible team-members

Course Schedule:

This is a draft schedule and may be subject to change

Week	Topic	Lecturer	Assignment
Week 1 Jan. 19, 21	Course Overview Communication Theory	Dr. MacDonald	
Week 2 Jan. 26, 28	Management Theory and its Impact on the Flow of Communication	Dr. Andall	
Week 3 Feb. 2, 4	Writing Principles for Effective Communication	Miss Gill	
Week 4 Feb. 9, 11	Current technological trends affecting Organizational Communication	Guest lecturer: Dr. Avril Best	Quiz # 1
Week 5 Feb. 16, 18	Non-Verbal Communication	Dr. MacDonald	
Week 6 Feb. 23, 25	Communication Networks: Structures and Group Dynamics Leadership, team management and communication	Dr. MacDonald	
Week 7 March 2, 4	Interpersonal Communication: The impact of Race, Class and Gender	Dr. MacDonald	
Week 8 March 8 -12	MID TERM WEEK		Midterm EXAM
Week 9 March 16, 18	Intercultural Communication	Mrs. Reccia Charles Dr. A. MacDonald	
Week 10 March 23, 25	Appreciating Cultural Diversity	Dr. Reccia Charles Dr. A. MacDonald	
Week 11 March 30, April 1	Decision making and Problem-solving	Dr. MacDonald	
Week 12 April 7, 9	Transparency	Dr. Charles	Quiz # 2
Week 13 April 14, 16	Disclosure Public Communication	Dr. Charles Miss Gill	
Week 14 April 21, 23	Crisis Communication	Miss Gill	
Week 15 April 28, 30	Crisis Communication	Miss Gill	
Week 16 May	WEEK OF FINAL EXAMS –		Final exam

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Assignment Submission Procedure:

If there is continuous assessment, all submissions will be done by the group leader or delegate. All submissions MUST include an honour pledge on the cover page. The text of the pledge will be provided by the course director.

Classroom/Online Etiquette Procedure:

Every student is entitled to full participation in class without interruption. Disruption of class due to inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other

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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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* Syllabus may be modified at the discretion of the EMP coordinator and faculty.

FFC Course Syllabus



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 - Fri 8:00- 9:40 am

10 credits

Course Syllabus

Course Description

“Foundations for Communication” is a skills-based course, intended to provide multilingual students with the foundations for communication necessary for success in their academic pursuits at SGU. In this course, students will develop and practice the foundational skills necessary for communication in academic and scientific contexts. These skills include the development of the macro-language skills (reading, writing, listening, and speaking) as well as micro-communication skills, critical thinking, and cultural awareness. Students will engage with these skills by investigating and exploring different topics within a scientific and medical framework. Overall, students will gain confidence in their ability to communicate effectively through the language and culture of medicine.

This course is divided into four themed modules, allowing students to develop and apply language, skills, and strategies within a meaningful context. Each module culminates in a final project where students will demonstrate their mastery of the language, skills, and strategies from that module and previous modules.

The course carries 10 credits and meets for a total of 500 minutes per week over the 16-week term, following the calendar of St. George’s University School of Arts and Sciences. The course is composed of interactive, face-to-face classes.

Student learning outcomes (EMP course goals can be found in program syllabus)

- Identify the university services at SGU that improve your student experience
- Reflect on cultural differences
- Reflect on challenges in oral and written communication
- Demonstrate professionalism in pre-clinical and academic contexts
- Use 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

	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 08:00–17:00 (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

Cellphones. The use of cell phones or other technology for non-class purposes is not allowed.

Laptop use. You should take part in synchronous Zoom sessions with a computer and not your smartphone. We will use computers a lot in class to complete written assignments, surf the internet, share documents, draft emails, and so on.

Tardiness. You must be sitting in your seat when class begins. Tardiness is unprofessional, and it is distracting to your instructors and peers; as a result, frequent tardiness can significantly impact your attendance. If you miss more than 10 minutes of a class, you will be marked absent.

Missing class. If you miss class, it is your responsibility to 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.

Please see the EMP Program Syllabus for policies on academic integrity.

Attendance

Online attendance and class expectations. SGU requires that students “attend all classes[...] for which they have registered” (SGU Student Manual, 2020, p. 7). Attendance and participation in the English for Medicine Pathways courses is mandatory and is 10% of your course grade. Students should be online and prepared at the start of all synchronous (face-to-face) class sessions as well as to complete all asynchronous (offline) class activities on time.

Attendance also includes professional conduct and active participation, as “the University considers participation to be an essential component of professionalism” (SGU Student Manual, 2020, p. 60). The required behaviors and attitudes include those identified in the Student Manual’s specific policies (pp. 59-60) and those in the statements listed below.

You must...

- Be appropriately clothed
- Have access to SGU’s Student Portal
- Complete assignments on time and be prepared for class
- Know how to access Zoom sessions through your course’s Sakai page

To actively participate, you should...

- Ask questions when necessary
- Add input through stating your opinions and responding to classmates
- Complete in-class assignments and actively engage in discussions
- Join breakout rooms when asked

- Turn video on when requested

Your computer must...

- Be on and fully charged before the start of class
- Have a stable internet connection
- Have a working video camera and microphone

Your location must...

- Have minimal background distractions (i.e., no people walking behind you)
- Be quiet
- Have adequate lighting (we should be able to see your face clearly)

In synchronous class sessions, you should...

- Join meeting and be prepared by the start of the meeting
- Use 'chat' appropriately
- Have microphone on when speaking
- If you need to take a quick break, turn off your camera and mute your microphone. If you will be gone more than a couple minutes, it will impact your participation score.

**If you anticipate that you will be unable to meet the attendance or participation requirements, or if an unanticipated circumstance prevents you from meeting the requirements, notify your course instructors before the next class/deadline.*

Table 1. Attendance and participation point breakdown

1 attendance point per class day

0.5 point for arriving 1-10 minutes late

0 points for arriving more than 10 minutes late

1 participation point for responding to questions in class

Course Components

Assignment guidelines. A specific set of guidelines is issued for each assignment. Review those carefully along with the rubric for each assignment. Guidelines are posted in the Assignment and Course Guidelines folder in Sakai Resources.

Submitting assignments. You must submit an electronic copy of each assignment to Sakai unless otherwise stated. It is your responsibility to ensure that your assignments are properly submitted to Sakai. We highly recommend logging back on to Sakai five–ten minutes after you submit to confirm that your assignment is there.

Deadlines. Part of learning to behave professionally is learning to follow deadlines. All tasks and assignments to be submitted for marking will have specific deadlines. All work must be submitted on or before the stated deadline. 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 for the date you were absent. If we notice this becomes a habit, we will note it in your professionalism report.

Course Themes

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.

Article Discussion Days

There are article discussion days peppered throughout the course. On an article discussion day, we will ask you to review an academic text or a research article, and then we will talk about it. The purposes of article discussion days are to (a) give you opportunities to speak about an academic or health care topic and (b) engage with writing that is structured for an audience of North American readers. You will be reading and discussing a lot of academic texts and research during your time at SGU (and into your clinical years and beyond).

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

- Reflective group presentation (outline, slides, peer assessment)

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. In class, there will be occasional questions that you will be asked to respond to (e.g., via Zoom or on Sakai); your response to these questions will count towards your participation points. If you fail to respond to these questions—or if you respond late—you will not receive the day's participation point.



St. George's University

Department of Educational Services
Specialized English Language Programs Unit
English for Medicine Pathway

Foundations for Medical Communication
Course Code: ENGL 336
Classroom: Online
4 credits

Tuesday & Thursday 8:30 - 9:45 AM
Friday 8:00 - 8:50 AM

Course Syllabus

1. Course Description

The Foundations for Medical Communication course builds on the skills developed in the Foundations for Communication course and is intended to provide students with the foundations for the medical communication necessary for success in their academic pursuits at SGU and beyond. These skills include the development of the macro language skills (reading, writing, listening, and speaking) as well as micro communication skills, critical thinking, and cultural awareness. Students will engage with these skills by investigating and exploring different topics within a medical framework and move beyond the foundations to explore how culture, bias, race, gender identity, socioeconomic status, and other factors impact patient care in the North American health care system. Overall, students will gain confidence in their ability to communicate effectively through the language and culture of medicine.

This course carries 4 credits and uses a hybrid/flipped classroom approach involving both asynchronous assignments and interactive synchronous sessions. The asynchronous assignments help you prepare for the interactive synchronous sessions. Please pay careful attention to the detailed schedule found in MyCourses resources.

There are three themed modules: Medical Research, Medicine and the Media, and Narrative Medicine. These modules will allow students to develop and apply language, skills, and strategies within a meaningful context. Each module culminates in a final project where students will demonstrate their mastery of the language, skills, and strategies from that module and previous modules. In addition to the three modules, students will learn and use both formal and informal medical terminology. Friday classes have been earmarked for the medical terminology thread of this course. However, there may be instances where Friday's class may be used for other synchronous activities as represented on the course schedule. Students are encouraged to consult the FMC Schedule frequently for weekly activities.

2. Faculty and Staff

Course Director: 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/>

The Department of Educational Services is open from 8:00 AM - 5:00 PM during weekdays and is closed over the weekend and public holidays.

4. Course Materials

Textbook:

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. Some of you may not have access to Vital Source depending on your country.

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:

Tuesdays & Thursdays from 8:30-9:45 am (75 minutes)

Fridays from 8:00 - 8:50 AM (50 minutes)

Interactive Class Format

- 20-30% Teacher-led instruction
- 70-80% In-class individual, pair, and group tasks
- Synchronous sessions and asynchronous assignments

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.

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.

III. Attendance (2.5%)

Students can earn a maximum of 2 attendance points per day. 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.

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. If you do not communicate with the teaching team, you will be counted as absent.

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.

IV. Participation & Professionalism (2.5%)

Students are expected to actively participate and display professionalism. Please see the SGU student manual for a description of professional and unprofessional behaviors.

V. Module Assignments (30%)

Students will complete various short in class and homework assignments for each module. These assignments are designed for students to practice the relevant skills developed throughout the course and build up to the culminating project for each module. They include readings, short written assignments (e.g., summaries, paraphrases, paragraphs, reflections), vocabulary development, role plays, videos, discussions, and debates. They will be evaluated holistically on whether students have demonstrated the learning outcome(s) for the task.

VI. 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.

VII. Medical Terminology Project and Written Rationale 10%

Throughout the course, there will be an ongoing thread of medical terminology, both formal and informal. The medical terminology project will allow students to demonstrate their mastery of using word parts to dissect and build formal medical terminology and appropriately switch between formal medical terminology and the informal language used by patients and the public to describe medical conditions. This project will be evaluated using guidelines and rubrics found in MyCourses.

VIII. Medical Terminology Tests (x2 @ 5% each) 10%

Students will take two tests on medical terminology. Questions will include multiple choice, fill in the blank, and short response. Students will demonstrate their mastery of the medical terminology.

6. Student Learning Outcomes:

1. Apply academic literacy skills to complete course tasks and assignments
2. Critique medical research
3. Analyze and critically apply information to complete course tasks and assignments
4. Create sound arguments orally, visually, and/or in writing using information compiled and synthesized from multiple sources
5. Arrange and synthesize information from multiple sources in a logical and organized manner
6. Use and evaluate strategies for moderating and participating in formal and informal discussions and roleplays
7. Demonstrate improved fluency and confidence in participating in formal and informal conversations and roleplays
8. Apply the fundamentals of word parts for the appropriate interpretation and use of medical terminology
9. Use informal medical vocabulary appropriately
10. Give and apply feedback on courses tasks and assignments
11. Practice self-reflection skills

Course Goals

1. Gain a better understanding of the socio-economic and cultural issues surrounding medicine (for critical analysis)
2. Develop and support various arguments
3. Develop oral and written language and communication skills
4. Develop informal and formal medical terminology

7. Medical English Pathway Program Goals

1. 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	2.5
Professionalism & Participation	2.5
Module Assignments	30
Module Project 1: Poster Presentation	15
Module Project 2: Multimedia Project and Written Rationale	15
Module Project 3: Narrative Medicine Project	15
Medical Terminology Project and Written Rationale	10
Medical Terminology Test 1	5
Medical Terminology Test 2	5
Total	100

9. Course Schedule

Week	Module
1	Module 1: Intro to the Course & Medical Research
2	Module 1: History of Medical Research and Introduction to Synthesis
3	Module 1: Reading Medical Research, Finding Medical Research, Critical Appraisals, & More Synthesis
4	Module 1: Poster Presentation Preparation
5	Module 1: Poster Presentation
6	Module 2: Introduction to Medicine & the Media and Medical Terminology Test 1
7	Module 2: The Effects of the Media on Medicine
8	Midterms: PSA Project Prep
9	Module 2: Understanding and Analyzing PSAs
10	Module 2: Understanding and Analyzing Pharmaceutical Marketing
11	Module 2: PSA Presentations & Medical Terminology Test 2
12	Module 3: Building Your Brand

13	Module 3: Narrative Writing
14	Module 3: Introduction to Narrative Medicine & Patients' Stories
15	Module 3: Implicit Bias, Review Narrative Medicine & Class Wrap Up
16	Module 3: Narrative Medicine Assignment Due

**Note: this schedule is subject to change. Students will be notified of all changes through MyCourses.*



St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of Educational Services

GENERAL COURSE INFORMATION

Course Code and Title: ENGL 377 Integrated Medical Communication
Number of Credits: 3
Days and Times: Monday and Wednesday 8:30 – 9:45 AM (- 4 GMT)
Semester and Year: Spring 2021
Classroom Location: MyCourses Lessons tab
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 Hours: All faculty appointments must be made using **YouCanBookMe**. Use the links above to set up individual zoom appointments with the faculty. If the available appointment times listed on youcanbook.me conflicts with your schedule, the faculty is willing to schedule an online meeting via ZOOM at an alternate time by request. Please email the faculty with your request and availability.

Course Support: Instructors will host scheduled appointments and respond to e-mails during Grenadian working hours (weekdays from 08:00 – 17:00 –4 GMT). Please feel free to email the faculty at any time 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	Jan 18 S	Intro, Syllabus, Academic Integrity, Plagiarism	Pre-evaluation & expectation reflection	
	Jan 20 S	Research: topics, brainstorming, mind-maps	Think of 2-3 medical conditions to use as a topic	Pre-eval & reflection due
2	Jan 25 S	Research topic and research question	Final topic, RQ & background worksheet (WS)	Bring 2-3 topic ideas to class
	Jan 27 S	Research: Techniques, article types, & reading strategies	<ul style="list-style-type: none"> Find 5 scholarly articles and complete Article WS. Begin annotating articles 	Topic RQ & background WS due
3	Feb 1 A	Organization techniques & introduction to Graphic Organizer (G.O) assignment	<ul style="list-style-type: none"> Annotate 5 scholarly articles G.O: URLs, type, credibility, & bullets of main points 	Article WS due
	Feb 3 S	Research Themes & identifying supporting details	<ul style="list-style-type: none"> Add themes to G.O. Add details supporting each theme from your articles 	<ul style="list-style-type: none"> Annotated articles due G.O status check
4	Feb 8			
	Feb 10	<i>Wed-Fri: Exams (NO CLASS)</i>		
5	Feb 15 S	Summarizing & Intro to AB	<ul style="list-style-type: none"> Annotated Bibliography (AB) 	Completed G.O due
	Feb 17 S	APA Reference & In-text	Add reference page to AB	
6	Feb 22 A	Intro to lit review (structure/type/format)	AB D1 peer review (PR)	AB D1 due
	Feb 24 S	Thesis	<ul style="list-style-type: none"> Finalize thesis Edit AB according to PR feedback 	AB D1 PR due
7	Mar 1 A	Outlines & M	Begin outline (background, main points, thesis, sources)	AB Final & thesis due
	Mar 3 A	Synthesizing sources –paraphrasing & quoting (E)	Add paraphrases and quotes	Outline D1 due

8	Mar 8-12	<i>Midterms Week – NO CLASS</i>	<i>Edit outline according to PR feedback</i>	
9	Mar 15 S	Analysis (A)	Add analysis to outline	Outline D1 PR due
	Mar 17 S	Round Table Pitch & Lit Review Assignment Intro		Final Outline due
10	Mar 22 S	Intro/Conclusion & L + Outline Conferencing	Incorporate intro/conclusion/L into LR D1	
	Mar 24 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) 	<ul style="list-style-type: none"> • LR D1 due
11	Mar 29 A/S	Workshop: Bias/tone/formality(A) + conferencing appointments (S)	<ul style="list-style-type: none"> • Edit LR for bias/tone/formality • Use feedback to revise LR 	<ul style="list-style-type: none"> • LR reflection due • Conference appt
	Mar 31 S	Social, economic, and cultural implications assignment intro + Peer Review Session	<ul style="list-style-type: none"> • Social, economic, and cultural (S.E.C) WS 	
12	Apr 5	<i>Holy Monday (NO CLASS)</i>		
	Apr 7	<i>Wed-Fri: Exams (NO CLASS)</i>		
13	Apr 12 S	Intro to patient informational session & brochure	Review assigned peer's LR	<ul style="list-style-type: none"> • LR D2 due
	Apr 14 S	Workshop: Conciseness & Graphs	Edit LR for conciseness, APA, & according to feedback	<ul style="list-style-type: none"> • S.E.C WS due • LR PR due
14	Apr 19 TBD	Workshop: Social, cultural, and economic research & brochure	Create brochure	
	Apr 21 S	Workshop: Implications Assignment	Create patient info session	
15	Apr 26 S	Patient Informational Session	Implications assignment self-assessment	Info Session & Brochure due
	Apr 28 A	Debrief & Course Evaluation	Course Reflection	Implications self-assessment due
16	May 3-7	<i>Finals Week – NO CLASS</i>	<i>LR Final due April 30th; Course reflections due May 7th</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 Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Assignment Submission: Assignments should be submitted through the Sakai assignments tab unless otherwise stated. If you are unable to complete an assignment, please contact your instructors *before* the assignment is due. If you are unable to upload an assignment due to technical difficulties, e-mail the assignment as an attachment to your instructors. The time stamp on the e-mail will count as the submission time. No late submissions will be accepted for homework assignments. *Assignments submitted after the due date and time will receive a score of zero.*

Assignment Feedback: Feedback and grades will be posted within 1 week of assignment deadlines unless otherwise stated. Assignment feedback will be posted in the instructor's response box or as an attachment in the corresponding assignment. Feedback posted as an attachment will use the comment and track changes functions of Word. Students will need to change both of these functions to “viewable” in the “Review” tab on Word.

Classroom/Online Etiquette Procedure:

Online Classes: Class will consist of both synchronous and asynchronous sessions. Students are expected to check the Sakai Lessons at the time of class on each class day.

Synchronous – The ZOOM link and lesson assignments will be posted on the corresponding lesson day in the “Sakai Lessons” tab. Students will join class via the Zoom link at the regularly scheduled class time. Class session will be recorded and posted after class for review.

Asynchronous – A video lecture or reading with supporting activities will be posted to Sakai Lessons on asynchronous class days. *Students are expected to review the lesson and complete the in-class assignments within 24 hours of the posting time unless otherwise stated.*

Classroom Technology: Students are required to have an active internet connection and computer access. Laptops are expected to be charged and ready to use. A working microphone and video camera should be connected and ready to use upon request.

General Expectations:

- Remain professional, respectful and courteous at all times
- Keep comments on-topic and professional.
- Proofread prior to submitting an e-mail, feedback, or comment. Use professional font, color, and capitalization in all written communication.
- Remember that comments are recorded and visible to the entire class. Use e-mail for any private comments to the instructor. Inappropriate comments will be removed and/or addressed individually.

Policy/Procedure Related to the Department:

See EMP Program Syllabus for details



St. George's University

Department of Education Services
Specialized English Language Programs Unit
English for Medicine Pathway

Applied Medical Communication
Course Code: ENGL 338
Tuesday 9:00-9:50 am
1 credit

Course Syllabus

Course Description

“Applied Medical Communication” is designed to help students develop communication skills for the medical interview. Students will discuss the impact of culture on medical professionalism and how that relates to doctor-patient interaction. Students will identify culturally appropriate modes of communicating with patients. Students will have the opportunity to practice these skills and techniques through interviewing peers and simulated patients. Students will discuss and evaluate performances of themselves, their peers, and professionals.

This course is divided into five, themed modules, allowing students to develop and apply language, skills, and strategies within a meaningful context. Major modules culminate in a final role play or standardized patient interview where students will demonstrate their mastery of the language, skills, and strategies from that module and previous modules.

The course carries 1 credit and meets for one 50-minute session per week over the 16-week term, following the calendar of St. George’s University School of Arts and Sciences. The course is composed of interactive, face-to-face classes.

Student Learning Outcomes

1. Explain the role of culture in medicine and medical professionalism
2. Discuss the cultural norms for medical professionalism in a North American context
3. Demonstrate culturally appropriate communication in the medical interview
4. Demonstrate history taking
5. Describe effective interviewing techniques
6. Develop the grammar and pragmatic skills required for effective interviewing
7. Practice interviewing skills and gain confidence in conducting medical interviews

**EMP course goals can be found in the Program Syllabus*

Course Instructor

Name	Title	Email	Phone
Cassie Leoni	Course Director	cleoni@sgu.edu	444-4175 (ext. 3885)

Contacting Instructor

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/>

The Department of Educational Services is open from 08:00–17:00 during week days and is closed over the weekend and public holidays.

Emails must be professionally formatted, use professional language, and include an informative subject line. Emails without an informative subject line will be regarded as spam and will not be opened for security reasons.

SGU email is the official email communication tool for this course and the university. All correspondence received from outside email addresses will be ignored. In the event of a university-wide system crash, an assignment may be accepted from an outside email address to avoid being counted as a late submission; however, instructors will not respond to external emails.

Communication Expectations

I will respond to emails from Monday-Friday during my office hours.

- 7:00-15:00

Online Classroom Policies

Cellphones

The use of cell phones or other technology for non-class related purposes is not allowed.

Laptop Use

You should take part in Zoom sessions with a computer and *not your smartphone*. We will use computers in class to discuss readings, share documents, watch videos, do role plays, begin write-ups, and interview standardized patients.

Tardiness

You must be sitting in your seat when class begins. Tardiness is unprofessional, and it is distracting to your instructors and peers; as a result, frequent tardiness can significantly impact your attendance. If you miss more than 10 minutes of a class, you will be marked absent.

Missing Class

If you miss class, it is your responsibility to 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

Online attendance and class expectations. SGU requires that students “attend all classes [...] for which they have registered” (SGU Student Manual, 2020, p. 7). Attendance and participation in the English for Medicine Pathways courses is mandatory and is 10% of your course grade. Students should be online and prepared at the start of all synchronous (face-to-face) class sessions as well as to complete all asynchronous (offline) class activities on time.

Attendance also includes professional conduct and active participation, as “the University considers participation to be an essential component of professionalism” (SGU Student Manual, 2020, p. 60). The required behaviors and attitudes include those identified in the Student Manual’s specific policies (pp. 59-60) and those in the statements listed below.

- You must...
 - Be appropriately clothed
 - Have access to SGU’s Student Portal
 - Complete assignments on time and be prepared for class
 - Know how to access Zoom sessions through your course’s Sakai page
- To *actively participate*, you should...
 - Ask questions when necessary
 - Add input through stating your opinions and responding to classmates
 - Complete in-class assignments and actively engage in discussions
 - Join breakout rooms when asked
 - Turn video on when requested
- Your *computer* must...
 - Be on and fully charged before the start of class
 - Have a stable internet connection
 - Have a working video camera and microphone
- Your *location* must...
 - Have minimal background distractions (i.e., no people walking behind you)
 - Be quiet
 - Have adequate lighting (we should be able to see your face clearly)
- In *synchronous class sessions*, you should...
 - Join meeting and be prepared by the start of the meeting
 - Use ‘chat’ appropriately
 - Have microphone on when speaking
 - If you need to take a quick break, let us know in the chat box; then turn off your camera and mute your microphone. If you will be gone more than a couple minutes, it will impact your participation score.

*If you anticipate that you will be unable to meet the attendance or participation requirements, or if an unanticipated circumstance prevents you from meeting the requirements, notify your course instructors *before* the next class/deadline.

**Please see the EMP Program Syllabus for policies on academic integrity.*

Table 1. Attendance and participation point breakdown

<p>1 attendance point per class day 0.5 point for arriving 1-9 minutes late 0 points for arriving 10 or more minutes late 1 participation point per class day for responding to questions and contributing to discussions in a professional way</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

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.

1. 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.

Course Assignments

Table 2. Course assessments and percentage of grade

Assessment	%
Role Plays & Reflections	45
Module 2	10
Module 3	10
Module 4	10
Module 5	10
Reflections	5
Standardized Patient Interviews & Reflections	30
Module 4	15

Module 5	15
Weekly Assignments	15
Attendance & 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.

I. Role Plays and Reflections

Students will participate in role plays based on given scenarios within the context of the medical interview. The role plays allow students to practice skills and concepts covered in class. Students will reflect on their performance and their peer’s performance in these role plays and submit written reflections. These assignments will be worth a set number of points each and will be evaluated using guidelines and rubrics found on Sakai. Students will be assessed based on their mastery of skills and concepts covered in class as well as their self-awareness in the written reflection.

II. Standardized Patient Interviews and Reflections

Students will conduct two medical interviews with a standardized patient to demonstrate mastery of skills and concepts covered in class through effective doctor-patient communication. Students will reflect on their performance and submit written reflections. These assignments will be worth a set number of points each and will be evaluated using guidelines and rubrics found on Sakai.

III. Weekly Assignments

Students will complete various in-class and homework assignments. These assignments are designed for students to practice the relevant skills developed throughout the course and prepare students for role plays and standardized patient interviews. They include readings, short written assignments (e.g. summaries, paraphrases, paragraphs, reflections, and responses), vocabulary development, videos, and discussions. These assignments will be evaluated holistically on whether students have demonstrated the learning outcome(s) for the task.

IV. Attendance and Participation

See information about attendance and participation above. Each day you are in class, you will receive 1 attendance point. If you are late to class, a half point (.5) will be deducted from your daily attendance record. In class, there will be questions that you will be asked to respond to (e.g., via Zoom or on Sakai) and discussions you will need to contribute to; your response to these questions and discussions will count towards your participation grade. If you fail to respond to these questions or discussions in a professional manner—or if you respond late—you will not receive the day’s participation point.

Course Evaluation

Table 2. School of Arts and Sciences Grading Scale

Letter Grade	Grade Point	Percent
A+	4.0	100
A	4.0	90-99
B+	3.5	85-89
B	3.0	80-84
C+	2.5	75-79
C	2.0	70-74
D	1.0	65-69
F	0	0-64

Course Schedule

Applied Medical Communication Schedule: Spring 2021

ALL ASSIGNMENTS DUE AT 8:00 AM (GMT-4) UNLESS OTHERWISE NOTED

Date	Topic	Homework
Week 1	Module 1 : Intro to Interviewing	-----
01/19	<ol style="list-style-type: none"> Syllabus review Ch. 12- Cultural Differences Needs Analysis 	<ul style="list-style-type: none"> Prelim Vocabulary Quiz Read Ch. 1 & 2 & take notes Post Ch. notes on Sakai
Week 2	-----	-----
01/26	<ol style="list-style-type: none"> Ch. 1- Interviewing as a Clinical Skill Ch. 2- Basic Skills 	<ul style="list-style-type: none"> Read Ch. 3, 4, 5 & take notes Post Ch. notes on Sakai
Week 3	-----	-----
02/02	<ol style="list-style-type: none"> Ch. 3, 4, 5 – Basic History 	<ul style="list-style-type: none"> Read Ch. 8 & 19 & take notes

		<ul style="list-style-type: none"> • Post Ch. notes on Sakai • Vocabulary assignment 								
Week 4	Module 2 : Angina	-----								
02/09	<ol style="list-style-type: none"> 1. Integrated Medical Encounter (SOM) 2. Ch. 8, 19 – The Clinical Narrative 3. Interview Examples – family history 4. Vocabulary Review 	<ul style="list-style-type: none"> • Read Angina article • Prepare for role play: review Ch. 1-5, 8, 12 + prepare Qs for interview • Post role play interview questions on Sakai 								
Week 5	-----	-----								
02/16 & 02/18	<ol style="list-style-type: none"> 1. Role Plays with Standardized Patient 2. Review & Discuss 3. Go over write-up format <table border="1"> <thead> <tr> <th>Date & Time</th> <th>Group</th> </tr> </thead> <tbody> <tr> <td>Tues, 02/16 9-10 AM</td> <td>Rita, Sebastian, Betty, Tosin</td> </tr> <tr> <td>Thurs, 02/18 8-9 AM</td> <td>Jeehae, Arona, Pan</td> </tr> <tr> <td>Thurs, 02/18 9-10 AM</td> <td>Ben, Tumi, Precious</td> </tr> </tbody> </table>	Date & Time	Group	Tues, 02/16 9-10 AM	Rita, Sebastian, Betty, Tosin	Thurs, 02/18 8-9 AM	Jeehae, Arona, Pan	Thurs, 02/18 9-10 AM	Ben, Tumi, Precious	<ul style="list-style-type: none"> • Post role play write-up on Sakai • Post role play reflection on Sakai • Read Ch. 6 & take notes • Post Ch. notes on Sakai • Vocabulary assignment
Date & Time	Group									
Tues, 02/16 9-10 AM	Rita, Sebastian, Betty, Tosin									
Thurs, 02/18 8-9 AM	Jeehae, Arona, Pan									
Thurs, 02/18 9-10 AM	Ben, Tumi, Precious									
Week 6	Module 3 : UTI	-----								
02/23	<ol style="list-style-type: none"> 1. Ch. 6- Sexual History 2. Interview Examples – uncomfortable topics/ sexual history 3. Vocabulary Review 	<ul style="list-style-type: none"> • Read UTI article • Prepare for role play: review Ch. 1-6, 8, 12 + prepare Qs for interview • Post role play interview questions on Sakai 								
Week 7	-----	-----								
03/02 & 03/04	<ol style="list-style-type: none"> 1. Role Plays with Standardized Patient 2. Review & Discuss <table border="1"> <thead> <tr> <th>Date & Time</th> <th>Group</th> </tr> </thead> <tbody> <tr> <td>Tues, 03/02 9-10 AM</td> <td>Rita, Sebastian, Betty, Tosin</td> </tr> </tbody> </table>	Date & Time	Group	Tues, 03/02 9-10 AM	Rita, Sebastian, Betty, Tosin	<ul style="list-style-type: none"> • Post role play write-up on Sakai • Post role play reflection on Sakai • Vocabulary assignment 				
Date & Time	Group									
Tues, 03/02 9-10 AM	Rita, Sebastian, Betty, Tosin									

	Thurs, 03/04 8-9 AM	Jeehae, Arona, Pan								
	Thurs, 03/04 9-10 AM	Ben, Tumi, Precious								
Week 8 03/08-03/12	Midterms									
Week 9	Module 4 : Depression		-----							
03/16	<ol style="list-style-type: none"> Ch. 3, 4, 5 – Revisit Basic History Interview Examples – mental illness Vocabulary Review 	<ul style="list-style-type: none"> Read Ch. 13 & Depression article + take notes Post Ch. notes on Sakai Prepare for role play: review Ch. 1-6, 8, 12 + prepare Qs for interview Post role play interview questions on Sakai 								
Week 10			-----							
03/23	<ol style="list-style-type: none"> Role Plays with students Review & Discuss Ch. 13 – Difficult Patient Interactions 	<ul style="list-style-type: none"> Post role play write-up on Sakai Post role play reflection on Sakai Review for patient interview 								
Week 11			-----							
03/30 & 04/01	<ol style="list-style-type: none"> Standardized Patient Interview Review & Discuss Give Feedback using rubric & comment sheets <table border="1"> <thead> <tr> <th>Date & Time</th> <th>Group</th> </tr> </thead> <tbody> <tr> <td>Tues, 03/30 9-10 AM</td> <td>Rita, Sebastian, Betty, Tosin</td> </tr> <tr> <td>Thurs, 04/01 8-9 AM</td> <td>Jeehae, Arona, Pan</td> </tr> <tr> <td>Thurs, 04/01 9-10 AM</td> <td>Ben, Tumi, Precious</td> </tr> </tbody> </table>	Date & Time	Group	Tues, 03/30 9-10 AM	Rita, Sebastian, Betty, Tosin	Thurs, 04/01 8-9 AM	Jeehae, Arona, Pan	Thurs, 04/01 9-10 AM	Ben, Tumi, Precious	<ul style="list-style-type: none"> Post individual video reflection based on goals for future & comments from instructor & patient on Sakai Post interview write-up on Sakai Vocabulary assignment
Date & Time	Group									
Tues, 03/30 9-10 AM	Rita, Sebastian, Betty, Tosin									
Thurs, 04/01 8-9 AM	Jeehae, Arona, Pan									
Thurs, 04/01 9-10 AM	Ben, Tumi, Precious									
Week 12	Module 5 : HIV		-----							
04/06	<ol style="list-style-type: none"> Ch. 2, 6 – In-depth look 	<ul style="list-style-type: none"> Read HIV article + take notes 								

	<ol style="list-style-type: none"> Interview Examples – STDs/ fatal STDs Discuss HIV interview order of Qs Vocabulary Review 	<ul style="list-style-type: none"> Prepare for role play: review Ch. 1-6, 8, 12-13 + prepare Qs for interview Post role play interview questions on Sakai 								
Week 13	-----	-----								
04/13	<ol style="list-style-type: none"> Role Plays with students Review & Discuss Ch. 13 Review 	<ul style="list-style-type: none"> Post role play write-up on Sakai Post role play reflection on Sakai Review for patient interview 								
Week 14	-----	-----								
04/20 & 04/22	<ol style="list-style-type: none"> Standardized Patient Interview Review & Discuss Give Feedback using rubric & comment sheets <table border="1"> <thead> <tr> <th>Date & Time</th> <th>Group</th> </tr> </thead> <tbody> <tr> <td>Tues, 04/20 9-10 AM</td> <td>Rita, Sebastian, Betty, Tosin</td> </tr> <tr> <td>Thurs, 04/22 8-9 AM</td> <td>Jeehae, Arona, Pan</td> </tr> <tr> <td>Thurs, 04/22 9-10 AM</td> <td>Ben, Tumi, Precious</td> </tr> </tbody> </table>	Date & Time	Group	Tues, 04/20 9-10 AM	Rita, Sebastian, Betty, Tosin	Thurs, 04/22 8-9 AM	Jeehae, Arona, Pan	Thurs, 04/22 9-10 AM	Ben, Tumi, Precious	<ul style="list-style-type: none"> Post individual video reflection based on goals from previous SP interview & comments from instructor on Sakai Post interview write-up on Sakai
Date & Time	Group									
Tues, 04/20 9-10 AM	Rita, Sebastian, Betty, Tosin									
Thurs, 04/22 8-9 AM	Jeehae, Arona, Pan									
Thurs, 04/22 9-10 AM	Ben, Tumi, Precious									
Week 15	-----	-----								
04/27	<ol style="list-style-type: none"> Reflection Discussion Needs Analysis 	<ul style="list-style-type: none"> Submit reflection Submit Needs Analysis 								
Week 16 05/03-05/07	Final Exams									

Note. This schedule may change. Students will be notified of all changes through Sakai.



St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: FREN 101 – Introductory French I
Number of Credits: 3
Days and Times: Tuesdays; 2:30PM-4:30PM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Mae Breedy-Patterson
Course Director Name: N/A

Course Lecturer(s) Contact Information: mapatterson@sgu.edu or 456-4208
(whatsapp/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: Ballsier – Bldg. G

Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

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

COURSE CURRICULUM INFORMATION

Course Description:

It is usually said that French is the Language of Love and of Lovers... but is that true? Are you planning to visit a Francophone country? Do you have friends, relatives or colleagues who speak French but you feel inadequate when you try to communicate with them? Would you like to navigate your way in the Language using “basic survival skills”? Are you fascinated by some aspect of the French Culture and would like to better understand it? Or maybe you simply want to fulfill a Foreign Language requirement for your Programme of study and you have not had any previous knowledge of the Language... If your answer to any ONE of the questions is “Yes” then FREN 101 is for YOU! This

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 is designed to provide you with basic oral and written skills to function in real-life situations in a French-speaking Community or where you have to interact with Francophone speakers.

Course Objectives:

1. Listen and respond to simple, spoken French in a variety of contexts
2. Read simple continuous texts in French
3. Respond clearly and appropriately in French, both orally and in writing to stimuli in French
4. Demonstrate knowledge of socio-cultural norms in Francophone countries

Student Learning Outcomes:

1. Identify at least 2 areas/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. 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: Café Crème Book 1, KANEMAN-POUGATH et al, Hachette: Paris

*Supplementary Readings/Resources: RFI.fr ; Tv5.fr;
YouTube videos*

Course Grading Requirement:

Course work (4 quizzes)	30%
Mid-Term Examination	30%
Final Examination	30%
Attendance	5%
Participation	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*.

Course Requirements:

Students are expected to attend all classes unless there is a valid excuse for absence.

- Since this is a language course participation in activities, exercises and discussions is expected.
 - Students are expected to be prepared for class by completing homework and assigned readings
 - Students are expected to listen carefully to instructions given and to seek clarification from the Instructor if these instructions are not clear
- Respect for differing opinions is expected

Course Schedule:

Week	Topic	Activities/Assignments
1	Leçon zero: Period of sensitization using information that's already familiar to students; brief introduction to French influence in their own experiences;	Students listen to and look at (visual and audio) documents expressed in various languages and attempt to identify as many as possible, justifying their answers Students do some research on: the French reality in the Caribbean, North America, Europe, Africa, Asia. some popular French icons and symbols
2	The French Alphabet :	Students are introduced to the French Alphabet and are asked to spell their first name, in French. They are introduced to the expressions: <i>Quel est ton prénom?/Comment ça s'écrit ?</i> On-line Games using the Alphabet
3	Accents and symbols in French	<i>Exercices de discrimination</i> (Activities that engage the learner to differentiate the various sounds produced by the various accents)
4	Greetings and Farewells (Formal and Informal)	Use of the <i>CIEP (Centre International d'Études Pédagogiques)</i> site Students match pictures/short audio/video clips with expressions of Greetings and Farewell Students role play using new expressions
5	Nationalities and Professions <i>« Salutations à la française »</i>	Students look at recording of TV 5 Presenter Meeting and Greeting various Guests on his programme Activities: Students identify the various ways the Presenter greets his guests and surmise on the differences Lecturer introduces the notion of "tu" / "vous" and reviews the video with students

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

		Role play: Students role play a TV Programme and its presenter introducing various guests on the Programm
6	Présentations en français: se présenter et parler de son métier	Students look at recording of TV 5 Presenter Meeting and Greeting various Guests on his programme Activities: Students identify the various ways the Presenter greets his guests and surmise on the differences Talking about one's plans for the future: <i>En ce moment je suis ... mais dans le futur je voudrais être...</i>
7	Review of work done so far!	Game using the same letter of the alphabet to say who one is, what is one's nationality and one's profession; Role play Greeting someone formally or informally, introducing oneself and talking about one's plans for the future
8	Mid-Term	
9	Home and Family: L'arbre généalogique Numbers 1 -100	Students are introduced to the vocabulary that describes the various family relationships The Modern French Family structure Stating one's age Asking for and giving a telephone number <i>à la française</i> Telephone zones in France
10	Days of the week and months of the year	State one's date of birth. Ask someone his date of birth. Important dates in France A French Calendar
11	Stating the Time	Asking and giving the time using the 24-hour clock Interpreting information on Monitors in a Train station/an airport in France
12	The Weather	The Weather: comparing weather patterns in France and in the Caribbean Asking about and describing the weather Cultural Content: How the weather affects daily life: clothing, sporting activities, eating habits

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13	Making an appointment	Role- play Calling an office to make an appointment: using vocabulary/expressions previously learnt to successfully do this.
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	

POLICY INFORMATION

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

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Attendance Policy:

Attendance Requirement

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

Examination Attendance

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

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

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

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

Assignment Submission Procedure:

Late homework assignments will be worth nothing if the answers were discussed in class. Projects submitted late will lose 5 marks for each day that they are late, unless previous permission has been given.

Classroom/Online Etiquette Procedure:

Students are expected to apprise themselves of the Course outline and to keep up with the readings and listening activities prescribed by the Instructor. Group work is to be equitably distributed and completed. While allowances will be made for the fact that we do not live in a francophone country, students must accept that this is a Foreign Language Course that they have signed up for and they are, therefore, expected

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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:

Click or tap here to enter text.

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	30%
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%
14	Quiz 4 Reading Content will include topics and vocabulary previously discussed in Class.	7.5%
15	Final Examination	30%

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: FREN 201 – Intermediate French I
Number of Credits: 3
Days and Times: Tues & Thurs – 1:00PM-2:15PM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): FREN 102 or its equivalent

Course Lecturer Name(s): Mae Breedy-Patterson
Course Director Name: N/A

Course Lecturer(s) Contact Information: mapatterson@sgu.edu or 456-4208
whatsapp/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: Ballsier – Bldg. G

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:

FREN 201 reviews key elements of Introductory French I and II. The course also provides a solid grammatical base and a rich and varied vocabulary within the francophone context. It seeks to help the students acquire the necessary skills to enable them to express themselves effectively in French, both orally and in writing, and to communicate satisfactorily with native speakers.

The prescribed textbook is a requirement and will be supplemented by audio and visual aids.

Emphasis will be placed on the following language skills: *listening, speaking, reading and writing.*

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Course Objectives:

This course is intended to help the students to:

1. Critically analyze the differences in specific customs existing in their native country and the FL community.
2. Use essential language skills for effective communication in French, in their areas of interest/studies.
3. Develop a sound linguistic base for further study and for practical everyday situations relating to work and leisure.

Student Learning Outcomes:

1. Create a Greeting Card in French to send to persons celebrating various seasons in their lives; appropriate use of the Subjunctive is a requirement
2. Communicate orally, in French, to make bookings for a vacation, to negotiate vehicle rentals or to request information regarding an advertised job.
3. Write formal letters in French to present candidacy for various advertised positions.
4. Orally present findings of and comment on procedures to be followed if one wishes to vacation in a francophone country, negotiate vehicle rentals while there, or apply for a job.
5. Demonstrate knowledge and appreciation of certain aspects of Francophone culture.

Program Outcomes Met By This Course:

PO.1 - Critically analyze global and regional issues.

PO.4 - Effectively communicate information by extracting and constructing meanings through analysis and critical 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: Café Crème 1 KANEMAN-POUGATH et al, Hachette: Paris

Supplementary Readings/Resources: Websites : RFI.fr ; Tv5.fr; femmeactuelle.fr ; masculin.com ; leparisien.fr ; lemonde.fr ; automobile-magazine.fr ; Géo.fr ; lequipe.fr

Television : TV5 monde

YouTube videos where appropriate

Native speaker(s) when possible

Course Grading Requirement:

Course Work (4 Quizzes) 30%

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Project* (in lieu of a mid-term exam)	30%
Final Examination	30%
Attendance	5%
Participation	5%

*Rationale and Rubric for the Class Project will be distributed at the beginning of the Semester

Course Requirements:

- Students are expected to attend all classes unless there is a valid excuse for absence.
- Since this is a language course participation in activities, exercises and discussions is expected.
- Students are expected to be prepared for class by completing homework and assigned readings

Course Schedule:

Week	Topic(s)	Activities/Assignments
1	<p>Use of the Subjunctive in English and French</p> <p>Formation of the Present Subjunctive in French (regular –er verbs)</p>	<p>Identify and categorize the wishes in the handout: 52 vœux pour l'année</p> <p>https://youtu.be/eeqNMs_jzhU French Grammar made Fun #1</p> <p>https://youtu.be/3GX8MPIzPAE Le subjonctif en français – comment l'utiliser (1)</p> <p>https://youtu.be/GUNOAuOEmqo Le subjonctif en français – comment l'utiliser (2)</p> <p>Specially prepared handouts</p>
2	<p>Use of the Subjunctive in everyday life – <i>Le subjonctif dans la vie quotidienne</i></p> <p>Formation of the Present Subjunctive In French (regular –ir, -re, other verbs)</p>	<p>Complete <i>des textes lacunaires</i> (cloze texts)</p> <p>Students listen to songs/dialogues in which the subjunctive is used and they fill in the blank spaces with the form of the subjunctive used</p> <p>[Specially prepared handouts]</p>
3	<p><i>Le subjonctif dans la vie pratique</i></p>	<p>Using the Subjunctive to greet persons who are experiencing various stages of life</p> <p>Quiz 1 (Create a Greeting Card using the Subjunctive)</p> <p>[Specially prepared handouts]</p>

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4	<p>Taking a vacation: Vacation spots in francophone countries; modes of transportation used to get to selected spots</p>	<p>Students will select spots in francophone countries that they are desirous of visiting and give reasons for their choice Ex: https://youtu.be/P49yX_hj8o <i>La Martinique elle Vous 'M (pub touristique)</i></p> <p>https://youtu.be/hnLx5FVsxPo <i>En Guadeloupe, les papilles des Antilles</i></p>
5	<p>Taking a vacation: Making bookings (for trains/planes/hotels)</p>	<p>Look at/listen to various YouTube videos/short clips and answer questions based on content, Ex: https://youtu.be/9S4GmYTntPs <i>À l'Agence de voyages</i></p> <p>https://youtu.be/KJPKMbp9U2c <i>réserver une chambre d'hôtel par téléphone</i> [Unit 8]</p>
6	<p>Taking a vacation: Making bookings/Talking about one's vacation</p>	<p>https://youtu.be/znys6hHqHCw Dialogues en français... le FLE au quotidien</p> <p>Group work: Simulation exercises/role-playing [Unit 8]</p>
7	<p>Taking a vacation: Making bookings</p>	<p>Quiz 2 Listening Activity/role playing [Specially prepared Handouts]</p>
8	<p>Mid-Term:</p>	<p>In lieu of an exam, students will present a Project in Week 14</p>
9	<p>Moving around a French town: various modes of transportation used in some towns in France</p> <p>Evolution of the transportation system in France</p>	<p>Students look at videos and identify various modes of transportation used in specific towns (popular and "obscure") over the years. They discuss, in French, their preferences and justify their choices! https://youtu.be/2fMOPKAulhs <i>se déplacer en France tous les jours</i></p> <p>https://youtu.be/HDaGAR8FfHE <i>C'est pas sorcier : TRANSPORTS EN COMMUN... quand la ville change d'air</i></p> <p>[Unit 8]</p>

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10	Moving around a French town: transportation for various occasions	Students identify the various types of transportation (in Francophone countries) used for work/pleasure; public/private; they read an article which discusses the attitudes of the persons using the various modes of transportation in the towns; they compare with their experiences in their own countries. Making arrangements to rent a vehicle/motorbike/cycle; asking and responding to questions specific to renting any mode of transportation [Units 8 and 12; specially prepared Handouts]
11	Moving around a French town:	Reading and responding to traffic signs in a French town https://youtu.be/XebV8QVRabk <i>Panneaux de signalisation</i> Quiz 3: Reading Comprehension [Unit 12 and specially prepared Handouts]
12	The world of work: Asking for and giving information in response to an advertisement for a job	https://youtu.be/C7tBxetzMNg Travailler en France: visions d'étrangers Interpreting and responding to <i>une annonce d'emploi</i> in a French on-line newspaper https://youtu.be/1X5CICisiC0 Job interview in French and Job related vocabulary: le français avec Pierre Grammar: <i>la cause et la conséquence</i>
13	The world of work : Talking about one's professional competence Requesting information on working conditions	Guidelines to write <i>une lettre de motivation</i> and a CV https://youtu.be/NJPb5kD3YnU Écrire une lettre de motivation en français – le French Club https://youtu.be/YNEo5dxFvyI Faire un CV en français : le français avec Pierre

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		[Unit 9 and specially prepared handouts]
14	Presentations	Quiz 4 : responding to a specific advertisement with an accompanying <i>lettre de motivation</i> and CV
15	Final Term Examination	

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Policy/Procedure Related to the Department:

Click or tap here to enter text.

Assessment Plan

Week	Type of Quiz	Weighting
3	Quiz 1 Writing 7.5% Create a Card (to express various wishes: Congratulations, Sympathy, Encouragement, etc.) using the Subjunctive	
7	Quiz 2 (Role Play) Speaking/Listening Role playing/Listening Comprehension Content is based on Making Reservations for one's vacation	7.5%
8	No Mid-Term Exam In lieu of an Exam Students will present Projects in the penultimate week of the Semester	
11	Quiz 3 Reading and Writing Reading Comprehension Content is based on the various types of Transportation used in a French town and successfully interpreting road signs	7.5%
14	Oral Presentations of Projects Quiz 4 Submission of CV and Lettre de Motivation	30% 7.5%

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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: Spring 2021
Classroom Location: Online
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: Top Floor, St. Andrew's Hall (SD 2)
Course Director Office Location: N/A

Course Support: Ms. Nikisha Thomas, nthomas@sgu.edu; Ext: 3692

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

COURSE CURRICULUM INFORMATION

Course Description:

The information provided in this course is vital to the freshman student's success at St. George's University. Some modules in this eight (8) week course will be facilitated by various departments of the University.

Course Objectives:

1. Explain university services that enhance students' academic experiences.
2. Identify and apply key aspects of professional behaviour that are applicable in the university setting.
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: Jan. 18 th & 20 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: Jan. 25 th & 27 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: Feb. 1 st & 3 rd	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: Feb. 8 th & 10 th	Professionalism in the academic environment – Part 1	<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)
	Becoming a responsible academic citizen	<ul style="list-style-type: none"> • Improving Critical – thinking skills.
Week 5: Feb. 15 th & 17 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: Feb. 22 nd & 24 th	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: Mar. 1 st & 3 rd	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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Attendance Policy:

Attendance Requirement

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

Examination Attendance

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Student Accessibility and Accommodation Services Policy:

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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

Grenada, West Indies

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: Spring 2021
Classroom Location: Online
Pre-requisite(s): N/A

Course Lecturer Name(s): Dionne Gittens
Course Director Name: Wendy Crawford-Daniel

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

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

Course Lecturer(s) Office Location: Bourne Center – Ground Floor
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:

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.

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Course Objectives:

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:

Students should be able to:

GE PO.1 Critically analyze global and regional issues.

GE PO.2 Practice and analyze decision making and positions on ethical issues.

GE PO.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: N/A

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Proposal	10%
Supervisor's Evaluation of student's performance	40%

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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%

Course Requirements:

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.

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 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.

Assessment:

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:

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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
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/April/2021	Prepared reading plan for pre-school	1 hours	<i>J. Doe</i>

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” (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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: GENL 400: Professional Development
Number of Credits: 1
Days and Times: Mondays, 2:30 p.m. – 3:20 p.m.
Semester and Year: Spring, 2021
Classroom Location: Online
Pre-requisite(s): Senior Standing

Course Lecturer Name(s): Lornadale L. Charles, MA
Course Director Name: Antonia MacDonald, PhD

Course Lecturer(s) Contact Information: lcharles2@sgu.edu
Course Director Contact Information: amacдона@sgu.edu

Course Lecturer(s) Office Hours: By Appointments Only
Course Director Office Hours: By Appointments Only

Course Lecturer(s) Office Location: Ballsier Building, Top Floor
Course Director Office Location: Ballsier Building, Bottom Floor

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 the COVID 19. All classes, consultations and advising will be done online by appointments.

COURSE CURRICULUM INFORMATION

Course Description:

The Professional Development and Business Protocol course will meet the needs of senior students preparing to enter the workforce. It will prepare them to function in their future jobs with the utmost professional excellence and will enable them to conduct themselves with practiced confidence when it comes to etiquette and protocol. This course seeks to polish the student as he/she leaves the world of academia. It will also provide that final perfecting of

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public speaking skills, especially in terms of speaking fluently, coherently and with confidence when a written test is substituted with an oral defense.

Course Objectives:

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

- function professionally in a business environment, prior to leaving the University
- present themselves in formal situations with confidence and according to proper protocol
- Well practiced in the art of dining etiquette in general
- Understand and appreciate the far-reaching and national impact of professionalism in all areas of their lives
- Deploy good verbal and non-verbal communication skills

Student Learning Outcomes:

This course seeks to:

- To provide the student with meaningful practice in the execution of business and professional protocol and etiquette
- To provide the student with meaningful practice in spontaneous public speaking

Program Outcomes Met By This Course:

GE PO 1. Critically analyze global and regional issues.

GE PO 3. Develop quantitative literacy skills and confidence using numerical data.

GE PO 4. Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

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B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: N/A

Supplementary Readings/Resources: N/A

Course Grading Requirement:

ASSESSMENT PROCEDURE

Attendance	20
Group Activities	40
Active Class Participation	40

Course Requirements:

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Attendance

- Attendance is mandatory, and students are expected to be on time for all classes. Students who are late for class will lose 0.5 point (from the attendance mark) for each late day. NB: If you do not attend classes you cannot participate and this may also affect your active participation grade.

Participation in Class (Online)

- As part of class participation, students are required to dress in a professional attire for all classes and have your video on.
- Participation must be significant thus helping discussions to move forward.
- Should provide concrete examples, perhaps from your own experience (s).
- Describing possible consequences or implications. •
- Challenges something that has been said by colleagues– perhaps by playing “devil’s advocate” doing so in a respectable manner.
- Posing a clarifying a point. Suggesting a different perspective or interpretation.

NB: Participation will also be evaluated in terms of quality as well as quantity at the discretion of the Instructor.

- All assignments must be completed in order to get a passing grade in the course.

Teamwork

Given that teamwork is an important feature of the business world, a significant part of this course is based on teamwork and team assignments. You’ll be assigned to teams at the start of the course. Details of the team activities will be explained in class.

Course Schedule:

January 18, 2021	Introduction to Course: Operational framework
January 25, 20201	“It’s Not all about me. . .But sometimes it is” Preparing yourself for the World of Work and Responsibility: The Importance of Respect and Digital Citizenship (Guest Speaker)
February 01, 2021	Marketing yourself for success - Section 1: The Resume
February 08, 2021	Marketing yourself for success - Section 2: The cover letter (Guest Speaker)
February 15, 2021	Marketing yourself for Success - Section 3: Preparing for the Interview
February 23, 2021	Marketing yourself for Success – Section 4: The Mock interview! Practical session
March 01, 2021	Feedback on the Mock interview! [Guest speakers]
MARCH 08, 2021	MID TERM WEEK – NO CLASS / NO EXAM
March 15, 2021	Part 11: How to be an outstanding employee: How to be a team player.
March 22, 2021	Managing Conflict: Strategies for Handling and Surviving Sexual

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Harassment. (Guest Speaker)

March 29, 2021 Managing Relationships: Dealing with Bosses, Co- Workers and subordinates.

April 05, 2021 “Render unto Caesar. . .”: Developing a good Work Ethos.

April 12, 2021 Managing Relationships: Dealing with customers/the public.

April 19, 2021 The Social Aspect of Work: The work self in a social setting (TBD).

April 29, 2021 Course wrap up and evaluation.

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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. No Assignments must be sent to the instructor's email unless directed to do so. NB: Late assignments may not be accepted

Classroom/Online Etiquette Procedure:

Classroom Etiquette

Smoking is not permitted in any University building. Eating or drinking is

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strictly prohibited in any campus lecture hall, classroom, laboratory, or library. Water is the only beverage that will be allowed in class. Water bottles should be clear containers.

Cell phones and pagers

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

Policy/Procedure Related to the Department:

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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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: Spring 2021
Classroom Location: TBA
Pre-requisite(s): None

Course Lecturer Name(s): Stefan Hypolite
Course Director Name: Stefan Hypolite

Course Lecturer(s) Contact Information: 420-6996 /shypoli1@sgu.edu
Course Director Contact Information: (473) 444-4175 ext./ 420-6996 shypoli1@sgu.edu

Course Lecturer(s) Office Hours: TBA
Course Director Office Hours: Tue, Thu 2:30 – 5 pm

Course Lecturer(s) Office Location: Caribbean House (CAE)
Course Director Office Location: SD 2 (Second Floor)

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

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

COURSE CURRICULUM INFORMATION

Course Description:

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

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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:

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

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Class Participation/Attendance	10%
Pop Quizzes (6)	10%
In-Class Quizzes (2)	20%
Takehome Quizzes(averageof2)	10%
Mid-Term Exam	25%
Final Exam	25%
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**

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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**
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

Plagiarism policy: Academic Integrity

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

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Attendance Policy:

Attendance Requirement

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Examination Attendance

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Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class. When using Sakai you are expected to communicate and behave in an ethical manner.

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Policy/Procedure Related to the Department:

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 5:30 – 6:45 pm
Semester and Year: Spring 2021
Classroom Location: TBA
Pre-requisite(s): Placement test or MATH001

Course Lecturer Name(s): Stefan Hypolite
Course Director Name: Stefan Hypolite

Course Lecturer(s) Contact Information: (473) 420-6996 (shypoli1@sgu.edu)
Course Director Contact Information: (473) 444-4417 Ext. (shypoli1@sgu.edu)

Course Lecturer(s) Office Hours: Tue & Thu 5:30 – 6:45 pm
Course Director Office Hours: Tue, Thu 2:30 – 5 pm
Course Lecturer(s) Office Location: (SD 2) 2d. Floor
Course Director Office Location: (SD 2) 2d. 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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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 completion of this course, students will be able to:

1. Perform operations on real numbers and polynomials.
2. Simplify algebraic, rational, and radical expressions.
3. Solve both linear and quadratic equations and inequalities.
4. Graph linear, quadratic etc. functions.
5. Solve and graph exponential and logarithmic equations.
6. Make basic operations with matrices and vectors; apply matrices to solve systems of linear equations

Program Outcomes Met By This Course:

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)

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Week 2

- **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

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Solve Linear Systems of third order by Matrix Method

Week 12

- **Geometry**

Calculate the Perimeter/Area of: Rectangle, Square, Circle, Cuboid, Cylinder, Trapezium

Calculate the Volume of: Cuboid, Cylinder, Cone,

Use of Trig Ratios (Sine, Tan, Cos), Pythagoras' Theorem.

Week 13

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

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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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Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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: Option of Tuesdays 10.00 am to 11.15 am and 7.00 pm to 8.15 pm.
plus asynchronous lecture
Semester and Year: Spring 2021
Classroom Location: N/A
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr Winthrop Wiltshire
Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: 1-473-457-1822
Course Director Contact Information: same as above

Course Lecturer(s) Office Hours: Monday 9 am to 12noon, 1.30pm to 3.30 pm, Tuesday 1.30 pm to 3.30 pm, Wednesday 9am to 12 noon
Course Director Office Hours: same as above

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

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

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

COURSE CURRICULUM INFORMATION

Course Description:

This course explores topics such as: Exponents, Logarithms, Scientific Notation, Measurement and Dimensional Analysis, Significant Figures, Ratios and Proportions, Simplifying Algebraic Expressions, Linear Equations, The Equation of a Straight Line, its slope and intercept on the Y axis, Changing the Subject of the Formula, Simultaneous Linear Equations, Quadratic Equations, Area of Triangle, Properties of Right Angle Triangles, Area and Circumference of a Circle, Characteristics of other Geometric Figures, Conversion of degrees to radians, Tangent, Sine and Cosine and their interrelationship, Angles of Elevation and Depression, Vectors and Scalars, Introduction to Statistics.

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Course Objectives:

Students having adequate mathematical tools to cope with the mathematical applications they will encounter in their chemistry and physics courses.

Student Learning Outcomes:

- 1.0 Convert exponential expressions to logarithmic expressions and vice versa
- 2.0 Demonstrate ability to use knowledge of exponents and logarithms to solve pH problems in chemistry
- 3.0 Convert one SI unit to another using dimensional analysis
- 4.0 Demonstrate proper use of significant figures in relation to measured quantities
- 5.0 Use knowledge of ratios and proportions to make quantitative deductions from balanced chemical equations
- 6.0 Simplify algebraic expressions
- 7.0 Solve linear equations with two variables
- 8.0 Change the subject of any given formula
- 9.0 Factorize quadratic expressions and solve quadratic equations
- 10.0 Solve trigonometric problems
- 11.0 Determine horizontal and vertical components of vectors, multiplication of vectors by scalars, addition and subtraction of vectors, identification of characteristics of vectors,
12. Determine mean, media, mode and standard deviation of any given 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 = 65% or less

Course Materials:

Text: Thinking Mathematically by Blitzer

Supplementary Readings/Resources: Internet resources such as [khanacademy.com](https://www.khanacademy.com)

Course Grading Requirement:

Five quizzes cumulatively worth 25% of the course grade, a midterm exam worth 35% of the course grade and a final comprehensive exam worth 40 % of the course grade

Course Requirements:

N/A

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Course Schedule:

Jan 19		Introduction to Math 131. Exponents, Logarithms, Scientific Notation
Jan 26		SI Units and Measurement
Feb 2		Dimensional Analysis
		Quiz 1 [at home]
Feb 9		Ratios and Proportions
Feb 16		Algebraic Expressions and Equation of a Straight Line
Feb 23		Equations with one and two variables,
March 2		Changing the Subject of the Formula
		Quiz 2 [at home]
March 8 to 12		Midterm Exam Week
March 16		Factorization and Quadratic Equations
March 23		Angles and Triangles, Pythagoras Theorem
March 30		Area and Circumference of a Circle; Degrees and Radians
		Quiz 3 [at home]
April 6		Trigonometry
April 13		Angles of Elevation and Depression
		Quiz 4 [at home]
April 20		Vectors an Introduction to Statistics
		Quiz 5
April 27		Review for Finals
May 3 to 7		FINALS

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Attendance Requirement

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Assignment Submission Procedure:

N/A

Classroom/Online Etiquette Procedure:

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

Policy/Procedure Related to the Department:

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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: MATH200 Calculus I
Number of Credits: 3
Days and Times: Tue & Thurs 4pm - 5:15pm
Semester and Year: Spring 2021
Classroom Location: Zoom meeting
Pre-requisite(s): MATH120

Course Lecturer Name(s): Dr. Aleksandr Myllari
Course Director Name: N/A

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

Course Lecturer(s) Office Hours: Zoom meeting, Tue., Thu. 10am – 11am
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 introductory calculus course covers differentiation and integration of functions of one and several variables, with applications. After completing this course, students should have developed a clear understanding of the fundamental concepts of single variable calculus and get a range of skills allowing them to work effectively with the concepts. The basic concepts are: Derivatives as rates of change, computed as a limit of ratios and Integrals as a "sum," computed as a limit of Riemann sums. The course assumes students actively using Computer Algebra System(s) (Mathematica and/or Maxima).

Course Objectives:

Topics include:

1. Concepts of Function, Limits and Continuity;
2. Differentiation Rules, Application to Graphing, Approximations, and Extremum Problems;

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3. Definite and Indefinite Integration;
4. The Fundamental Theorem of Calculus;
5. Applications to Geometry: Area, Volume, and Arc Length;
6. Applications in Science.

Student Learning Outcomes:

Upon completion of this course students should be able to:

1. Evaluate limits;
2. Differentiate algebraic and trigonometric functions;
3. Solve maximum and minimum problems;
4. Solve related rates problems;
5. Apply methods of calculus to curve sketching;
6. Antidifferentiate polynomial and trigonometric functions;
7. Approximate integrals by Riemann sums;
8. Evaluate elementary integrals using substitutions and other methods.

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

Supplementary Readings/Resources: S.K. Chung: Understanding Basic Calculus; web resources

Course Grading Requirement:

Midterm exam	25%
Final exam	35%
Home assignments	20%
Quizzes	20%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week 1 Introduction. Brief history of Calculus. Functions and graphs.
Introduction to Computer Algebra Systems

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Week 2	Inverse functions. Exponential and logarithmic functions. Trigonometric functions.	Assignment 1, Quiz 1
Week 3	Limits.	
Week 4	One-sided limits. Two-sided limits. Continuous functions.	Assignment 2, Quiz 2
Week 5	Derivatives.	Quiz 3
Week 6	Derivatives (cont.) Chain rule. Higher-order derivatives.	Assignment 3, Quiz 4
Week 7	Applications of differentiation: curve-sketching and extremum problems.	
Week 8	Midterm Exams	
Week 9	Applications of differentiation.	Assignment 4, Quiz 5
Week 10	Functions of several variables	
Week 11	Integration	Quiz 6
Week 12	Integration of rational functions. Integration by parts.	Assignment 4, Quiz 7
Week 13	Definite integrals. Fundamental theorem of Calculus.	Assignment 5, Quiz 8
Week 14	Applications of definite integrals	Quiz 9
Week 15	Applications of Calculus.	
Week 16	Final Exam	

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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Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: MATH203 Mathematics for IT
Number of Credits: 3
Days and Times: Mon, Wed 2:30 PM – 3:45 PM
Semester and Year: Spring 2021
Classroom Location: Zoom Meeting
Pre-requisite(s): Placement test / Foundation Math or permission
Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A
Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3736 tmyllari@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon 1pm - 2pm or by appointment
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Online – 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 of the Computers and Technology Department aims to teach students to get a mathematical background in order to understand, to model and to solve many problems in IT which are related to programming and to data structures but do not have the character of numeric calculations. This course is prerequisite for course COMP206 Algorithms & Data Structure.

Course Objectives:

The contents of the course:

1. Numerical systems, representation of numbers in different systems
2. Logical operators, logical functions, logical gates
3. Mathematical data types (set, sequence, relation) and their properties
4. Graphs and their representaton
5. Trees, spanning tree

Student Learning Outcomes:

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

1. Use different numbering systems (decimal, binary, octal, and hexadecimal)
2. Transfer numbers from one system to another
3. Use the logical operations and, or, not, exclusive-or
4. Build logical functions using these operations; represent these functions using Karnaugh-maps
5. Define relations and discuss their properties
6. Apply special equivalence and order relations
7. Define and apply graphs and explore their properties

8. Apply trees as a data structure and relations to be used in a database.

Program Outcomes Met By This Course:

CTPO1 - Analyse a problem, identify and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Lecture notes

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Middle Term Exam	25 %
Final Exam	25 %
Attendance / weekly work	10 %
Quizzes	15 %
Assignments	25 %

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

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 - 3	Introduction to the course. Numerical systems. Binary, octal, and hexadecimal system. Number transformation	Assignment 1
4 - 5	Propositional formulas. Simple and compound statements. Negation, conjunction, disjunction, conditional and biconditional operators. Satisfied, valid formulas. Logical gates. Predicate.	Assignment 2
6 - 7	Mathematical data types: Set, product of sets, sequence. Review	
8	Midterm Exam	
9 - 10	Midterm exam results review.	

	Mathematical data types: Relations, functions. Vertical line test. Ordering relations. Relational data bases.	
11 - 13	Introduction to graph theory. Directed and undirected graphs. Adjacency matrix. Adjacency list	Assignment 3
13-15	Introduction to trees. Binary trees. Traversals. Trees in IT. Spanning tree. Kruskal's algorithm.	Assignment 4
16	Final Exam	

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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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.

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Policy/Procedure Related to the Department:

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: MATH209 Probability & Statistics
Number of Credits: 3
Days and Times: Tue, Thu 5:30 PM – 6:45 PM
Semester and Year: Spring 2021
Classroom Location: Zoom meetings
Pre-requisite(s): No
Course Lecturer Name(s): Dr. Tatiana Myllari
Course Director Name: N/A
Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3736 tmyllari@sgu.edu
Course Director Contact Information: N/A
Course Lecturer(s) Office Hours: TBA
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 provides introduction to the probability theory and statistics. The probability section covers a classical treatment of probability and includes basic probability principles, probability of event, conditional probability, discrete and continuous random variables, numerical characteristics of the random variables (mean, variance and covariance), discrete and continuous probability distributions including binomial, uniform, normal, and chi-square distributions. The statistical section covers ways of gathering, displaying data and includes sampling distributions, estimations for mean and variance, general concepts of statistical hypothesis, testing a statistical hypothesis. In addition to covering theoretical concepts, provides practical examples which show the application of the concepts in multiple fields.

Course Objectives:

The contents of the course:

1. Combinatorics and probability of an event (counting principle and factorial, permutations, and combinations)
2. Random variables and probability distributions (concept of random variable, discrete and continuous probability distributions)
3. Numerical characteristics of random variables (mean, variance, covariance, Chebyshev's theorem)
4. Discrete variable distributions (binomial, geometric and Poisson distribution, Poisson process)
5. Continuous probability distributions (uniform, normal, and chi-squared distributions, applications of normal distribution, normal approximation to the binomial distribution)
6. Sampling distribution (random sampling and sampling distribution, some important statistics, central limit theorem, t-distribution, F-distribution)
7. Estimation problems (statistical inference, classical methods of estimation, mean and variance estimation, confidence interval, tolerance limits)
8. Hypothesis testing (general concepts, testing a statistical hypothesis, significance, decision making in testing hypothesis)

9. Regression

Student Learning Outcomes:

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

1. Utilize basic combinatorial techniques to compute probabilities
2. Utilize discrete and continuous random variables to solve statistical problems
3. Represent given data graphically and compute descriptive statistics
4. Describe an appropriate statistical model for the given data and compute population parameters using appropriate estimators
5. Utilize specific significance tests; find confidence intervals for parameter estimates
6. Compute and interpret simple linear regression between two variables

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:

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Course Materials:

Text: Lecture notes

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Middle Term Exam	25 %
Final Exam	25 %
Attendance /work in class	10 %
Quizzes	15 %
Assignments	25 %

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Page 2 of 6

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week	Topics	Assignments
1 - 2	Introduction to the course. Numerical systems. Combinatorics and probability of an event (counting	

	principle and factorial, permutations, and combinations)	Assignment 1
3 - 4	Numerical characteristics of random variables (mean, variance, covariance, Chebyshev's theorem)	
5 - 7	Discrete variable distributions (binomial, geometric Assignment 2 and Poisson distribution, Poisson process).	
	Continuous probability distributions (uniform, normal, and chi- squared distributions, applications of normal distribution, normal approximation to the binomial distribution) Review	
8	Midterm Exam	
9 – 10	Midterm exam results review. Sampling distribution (random sampling and sampling distribution, some important statistics, central limit theorem, t-distribution, F-distribution)	
10 – 11	Estimation problems (statistical inference, classical methods Assignment 3 of estimation, mean and variance estimation, confidence interval, tolerance limits)	
12 -13	Hypothesis testing (general concepts, testing a statistical Assignment 4 hypothesis, significance, decision making in testing hypothesis)	
14 – 15	Regression	
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Page 6 of 6

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 5:30pm - 6:45pm
Semester and Year: Spring 2021
Classroom Location: Zoom meeting
Pre-requisite(s): MATH120

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

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3755 cgilchrist@sgu.edu
Course Director Contact Information: (473) 444-4175 ext. 3728 amyllari@sgu.edu

Course Lecturer(s) Office Hours: Mon, 10:00am –11:00 am
Course Director Office Hours: Tue, Thu 3:30 – 5 pm

Course Lecturer(s) Office Location: Zoom meeting
Course Director Office Location: Zoom meeting

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 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

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variation for data sets: standard deviation, variance, and range; relative positions of data and distinguish among scales of measurements and their implications; distinguish between populations and samples; and identify the standard method of obtaining data and the advantages and disadvantages of each.

4. Standardize a normally distributed random variable, use normal distribution tables to find probabilities for normally distributed random variables and the t-distribution, and use the Central Limit Theorem to find probabilities for sampling distributions.

5. Construct and interpret confidence intervals for proportions and means.

6. Identify the basics of hypothesis testing and perform hypothesis testing for means, proportions and standard deviations from one population, and difference of means and proportions from two populations, including finding and interpreting p-value and examining Type I and Type II error.

7. Find linear least-squares regression equations for appropriate data sets, graph least-square regression equations on the scatter plot for the data sets, and find and apply the coefficient of correlation.

8. Use the chi-square distribution to test independence and to test goodness of fit.

Student Learning Outcomes:

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

1. Identify the similarities and differences between the various measures of central tendency
2. Use the frequency distribution to compute the various measures of central tendency
3. Compute the various measures of variations and explain their usefulness
4. Construct and interpret stem-and-leaf plot
5. Construct and interpret a dot plot
6. Define key concepts (probability, event, sample space, experiment)
7. Explain the classical and relative frequency approaches to probability
8. Explain the addition rules and the concept of mutual exclusive
9. Explain the multiplication rule and the concept of independence
10. Explain marginal and conditional probability
11. Define random variables
12. Compute the expected value, variance, and standard deviation of random variables
13. Calculate probabilities using the binomial and Poisson formulae
14. Explain the features of the normal distribution; find probabilities using the normal distribution table
15. Explain the features of the t-distribution; find probabilities using the t-table
16. Explain the main elements of the central limit theorem
17. Determine point estimates for population mean, standard deviation and proportion
18. Determine interval estimates for population mean and proportion where the population standard deviation is either known or unknown
19. Determine the critical values associated with 90% ,95%, and 99% degree of confidence
20. Define a hypothesis test; explain the type of errors, the type of test
21. Define the significant level of the test, the power of the test
22. Explain the steps in carrying out a test using the traditional method
23. Explain the steps in carrying out a test using the p-value
24. Construct a one tail or two tail test about a population mean, population proportion
25. Compute and interpret the correlation coefficient, r
26. Compute the constant and slope coefficient of the regression equation
27. Explain the features of a contingency table
28. Explain the features of the chi square distribution
29. Use the chi square statistic to carry out a test of independence

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Program Outcomes Met By This Course:

N/A

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Mario F. Triola, "Elementary Statistics"

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

Course Grading Requirement:

Midterm exam	25%
Final exam	25%
Assignments	10%
Quizzes	20%
Labs (group work)	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)**

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- **Multiplication rule (independence, conditional)**

Week 5 –

- **Probability and Probability Distribution**
- **Random variables**
- **Permutation and Combination**
- **Binomial distribution**
- **Poisson distribution**

Week 6 –

- **Probability and Probability Distribution**
- **Normal Probability Distributions**
- **T-distribution**
- **Estimates and Sample Sizes**
- **Sampling and Sampling distribution**
- **Central limit theorem**

Week 7 –

- **Midterm Review**

Week 8 –

- **- Midterm Examination**

Week 9 –

- **Estimates from samples**
- **Estimating population mean**
- **Estimating population proportion**

Week 10 –

- **Hypothesis Testing**
- **Testing a claim about a mean**

Week 11 –

- **Hypothesis Testing**
- **Testing a claim about a population mean**
- **Testing a claim about a population proportion**

Week 12 –

- **Correlation and Regression**

Week 13 –

- **Regression**
- **Contingency Tables**
- **Test of independence**

Week 14 –

- **Contingency Tables**

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- **Test of independence**

Week 15 –

- **Review**

Week 16 –

- **Final Examination**

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class. When using Sakai you are expected to communicate and behave in an ethical manner.

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Policy/Procedure Related to the Department:

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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 Thursdays, 8.30-9.45

Semester and Year: Spring 2021

Classroom Location: Online)

Pre-requisite(s): N/A

Course Lecturer Name(s): Dr. Clare Morrall

Course Director Name: Dr. Clare Morrall

Course Lecturer(s) Contact Information: Email: cmorrall@sgu.edu Phone: 473 444 4175 ext. 3360

Course Director Contact Information: As above.

Course Lecturer(s) Office Hours: Dr. Clare Morrall: Monday & Wednesday 1-4, Tuesday & Thursday 2-4

Course Director Office Hours: As above

Scheduled appointments are recommended

Please note: the best way to 'see me' is to set-up an appointment. Please email me with your availability over the days you want to meet with me, and I will send you an appointment notification and link. Mrs. Anna Neckles-Thomas has access to my schedule and she can also set-up appointments with me.

Course Lecturer(s) Office Location: Caribbean House

Course Director Office Location: As above

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

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

COURSE CURRICULUM INFORMATION

Course Description:

This course provides an introductory overview of the marine environment focusing on the physical characteristics of the oceans. Through lectures, presentations, discussions and group work, the components of our planet's largest ecosystem will be explored.

Course Objectives:

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The objectives of this course will be to provide the student with an understanding of understanding of the physical and chemical properties of water and seawater, the dynamics of the global oceans in terms of currents, tides and waves and to introduce students to the physical and biological characteristics of pelagic and benthic habitats.

Student Learning Outcomes:

1. Identify the scale and major characteristics of the marine environment. Discuss the basic properties of water and seawater.
2. Explain what drives and steers major ocean circulation patterns.
3. Describe the generation of ocean waves and discuss how waves interact at sea and how they change at shorelines.
4. Describe the generation of tides and the types of tides.
5. Recognize the physical and biological characteristics of Benthic and Pelagic habitats.

Program Outcomes Met By This Course:

MWC Program Outcomes Met By This Course

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

MWC-PLO4. **COMMUNICATION & CRITICAL THINKING:** Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

Technical Skills Outcomes

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:

I will post recordings of course content sessions with Panopto in the course Sakai site. You will be responsible to review these recorded sessions prior to the specified live class session (dates will be clearly indicated).

I plan to run at least one live class session each week and this is planned for Tuesday mornings 8.30-9.45 (Grenada time zone). Please be ready to ask questions, ask for clarification or reiteration in the live sessions. Please be prepared to answer questions on course material in recorded and live sessions. If adjustment to the live session is necessary, I will be sure to inform you.

****** In the first week of the teaching semester (January 19th and 21st)- there will be live sessions on Tuesday and Thursday, and you need to be at both sessions. ******

Text:

Information on online availability of resources will be provided.

A range of texts support this course rather than a single textbook. Readings will be assigned in class or via SAKAI. It will be assumed that students have read assigned materials prior to a specified

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class. Student participation in the classroom and evidence of some knowledge of the material being discussed will be considered when determining the final grade. I recommend that you do your own 'reading around' the subjects we cover in class to enrich your own learning.

Nybakken. Marine Biology. 1996. 'Marine Biology- an ecological approach'. (QH N9 1996 C2).

Levinton. Marine Biology. 1995. (QH91 L427 1995).

Castro and Huber. Marine Biology. 2008. (QH 91 C37 2008).

Copies of each of these texts are held on the bookshelves as well as in the Reserve section of the Library (please request these from the librarians on the check-out desk).

Supplementary Readings/Resources: Additional reading material will be provided throughout the course. I recommend that you do your own 'reading around the subjects' we cover in class to enrich your own learning.

Course Grading Requirement:

Course Component	Total Percentage Allocated
Quizzes	10
Individual Assignment	20
Group Assignment	10
Mid-Term Examination	30
Final Examination	30
Total	100

Quizzes are tentatively scheduled for week 4 (Feb 11th), week 13 (April 13th). The Mid Term exam will be in week 8 and the Final Exam will be in Week 16.

Course Requirements:

- 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.

Further information on Examinations, see pages the Student Manual (available on the SGU Portal).

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Course Schedule:

MBIO 205: 2021 Spring Lecture Schedule			
<i>Note: Schedule is subject to change</i>			
Week		T: Session 1	Th: Session 2
18 Jan	01	Welcome, Intros, Course Orientation	Welcome (TBA)
25 Jan	02	Water & Ocean Basics- Part I- Properties of Water	Water & Ocean Basics-Part II- Properties of Water Cont'd
1 Feb	03	Water & Ocean Basics-Part III- Gases in SW, pressure, depth, and light in the oceans	Planet Basics-Rotation, angle, season, equinox, ITCZ, lat & long, compass
8 Feb	04	Water & Ocean Basics-Part IV Seawater Composition and Salinity Variations	QUIZ 1
15 Feb	05	Ocean Dynamics Part I: Atmospheric Circulation and Ocean Circulation Intro	Ocean Dynamics Part II: Currents and Sub-tropical Gyres
22 Feb	06	Student Groups Presentation	Student Groups Presentation
1 March	07	TBC	Feedback on Presentation & Review for Exam
8 March	08	Midterm	Midterm
15 March	09	Mid Term Feedback	Ocean Dynamics Part III: Thermohaline circulation, Upwelling and downwelling- Ekman spiral and transport.
22 March	10	Citation presentation (TBC) Waves Part I: Intro- Causes, Deep vs Shallow Waves	Waves Part II: Waves on the Shore, Breakers
29 Mar	11	Waves Part III: Interferences, Refraction Waves Part IV: Erosion, Accretion, Tsunamis, Rip Currents & Hard Stabilizations	Tides Part I: Isaac Newton's gravitational laws Tides
5 April	12	Tides Part II: Dynamic Theory of Tides & Complicating Forces	Tides Part III: Class Activity: MSL, Tidal Ranges, Determining Occurrence of Neap vs Spring Tides
12 April	13	QUIZ 2	The Marine Habitat I: Divisions of the Marine Environment Introduction to the Pelagic Realm.
19 April	14	The Marine Habitat II: Introduction to the Benthic Realm.	The Marine Habitat III: Hydrothermal Vent physical processes and biological communities
26 April	15	Wrap up and review	Final Review Session

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Assignment Submission Procedure:

- Electronic drop boxes in Sakai will be available for submission of work. Papers should be submitted prior to the deadline. Penalties apply to work submitted late and these penalties start immediately after the deadline has passed. 10% will be deducted from work submitted each 24-hour period past the deadline. Note that the first 24hr period begins as soon as the set deadline expires (e.g. handing a piece of work at 1620 when

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the deadline is 1600 results a 10% deduction). Work submitted more than three days (72 hours) past the deadline may not be graded. All assignments must be completed in order to get a passing grade in the course.

Classroom/Online Etiquette Procedure:

It is expected that you will

- Punctually attend all class sessions,
- Participate actively in class sessions;
- Read assigned material;
- Monitor your own progress in fulfilling learning objectives;
- Keep disruption of class activities to a minimum.

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: MBIO 207 Caribbean Living Oceans
Number of Credits: 3
Days and Times: Monday & Wednesday 10:00 am to 11:15 am
Semester and Year: Spring 2021
Classroom Location: 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:

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

Course Materials:

Text: 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

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Course Schedule:

MBIO 207 Caribbean Living Oceans Spring 2021 Lecture Schedule					
Week	Lect	Day	Date	Lecture Topic	Labs/Demo
Week 1	1	Mon	18-Jan	Oceans & seas	
	2	Wed	20-Jan	Sand formation	
Week 2	3	Mon	25-Jan	Queen conch	
	4	Wed	27-Jan	Conch Practical	Lab session
Week 3	5	Mon	01-Feb	Spiny Lobster	
	6	Wed	03-Feb	Octopus	
Week 4	7	Mon	08-Feb	Holiday	
	8	Wed	10-Feb	Quiz (1)	
Week 5	9	Mon	15-Feb	Corals	
	10	Wed	17-Feb	Corals	
Week 6	11	Mon	22-Feb	Marine Sponges	
	12	Wed	24-Feb	Fish Lecture	
Week 7	13	Mon	01-Mar	Fish Practical	Lab session
	14	Wed	03-Mar	Trumpetfish	
Week 8				Mid Term Week Quiz (3)	
				Mid Term Week	
Week 9	15	Mon	15-Mar	Seahorse	
	16	Wed	17-Mar	Parrotfish & other reef fishes	
Week 10	17	Mon	22-Mar	Rays	
	18	Wed	24-Mar	Eels	
Week 11	19	Mon	29-Mar	Quiz (3)	
	20	Wed	31-Mar	Sessile organisms (Barnacles)	
Week 12	21	Mon	05-Apr	Holiday	
	22	Wed	07-Apr	Sedentary organisms (sea cucumber)	
Week 13	23	Mon	12-Apr	Sea Urchin	
	24	Wed	14-Apr	Plankton, Algal blooms & Red Tides	
Week 14	25	Mon	19-Apr	Quiz 4	
	26	Wed	21-Apr	Bioluminescence	
Week 15	27	Mon	26-Apr	Hydrothermal vents	
	28	Wed	28-Apr	Hydrothermal vents	
Week 16				Final Examination Week Quiz (5)	
				Final Examination Week	

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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 Biology, Ecology and Conservation

GENERAL COURSE INFORMATION

Course Code and Title: MBIO 310 Ecological Research Methods
Number of Credits: 4
Days and Times: Tue & Thurs 2:30 pm – 3:45 pm, Fri 1:30 pm – 3:30 pm
Semester and Year: Spring 2021
Classroom Location: Remote teaching using Zoom
Pre-requisite(s): Co-requisite BIOL 203

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
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Course Lecturer(s) Office Location: Caribbean House, Top Floor
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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 knowledge of the theory and application of the experimental methodology used in the design of ecological field studies and laboratory experiments. This course also includes topics on the selection of experimental methods and statistical analyses, tools and equipment for the collection of data, as well as, relevant scientific writing skills required for the presentation of scientific information. Practical field and laboratory exercises will be used to reinforce taught theoretical components of the course. The formal concepts introduced in this class will be presented by your lecturer and will be supplemented by group lab/class activities, and field work.

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Course Objectives:

1. Examine and integrate the concepts and principles of experimental design and ethics to design and execute experiments to answer questions and test hypotheses in ecological field studies
2. Examine and integrate the criteria for the appropriate collection, management and analysis of experimental data in ecological field studies.
3. Examine and integrate the criteria for the selection of appropriate statistical tools for experiments in ecological field studies.
4. Examine and integrate key aspects of communication of scientific data

Student Learning Outcomes:

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

Technical Skills Outcomes:

1. Use of quadrats to estimate percentage cover.
2. Use of quadrats to estimate population density.
3. Use of belt transects to estimate population density.
4. Use of a measuring wheel to measure distance.
5. Use of a compass to determine direction and orientation.
6. Use of refractometer to measure water salinity.
7. Use of turbidity meter to measure turbidity in water.
8. Use of pH meter to determine pH of a solution.
9. Use of D.O. meter to measure dissolved oxygen in water.
10. Use of analytical and digital thermometers to measure temperature.
11. Use of GPS to determine geographic location, retrieve study site locations, and to map habitats.
12. Use of GPS to determine geographic location, retrieve study site locations, and to map habitats.
13. Use of GIS software for habitat mapping and to create maps of study sites.
14. Use of experimental design techniques to develop research questions and testable hypotheses.
15. Use of survey techniques and methods to collect data.
16. Use of spreadsheets to enter, collate, analyze and display data graphically.
17. Use of SPSS statistical software to conduct data analyses and display data graphically.
18. 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.

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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: NA

Supplementary Readings/Resources:

- Donnelly, R.A. (2007) The complete idiot's guide to statistics. Penguin.
- Dytham, C. (2011) Choosing and using statistics: a biologist's guide. John Wiley & Sons.
- Gotelli N. J. and Ellison A. (2004) A Primer of Ecological Statistics. Sinauer Associates, Inc. Publishers. Massachusetts, USA. QH541.15 S72 G62 2004
- Gonick, L. and Smith, W. (1993) The cartoon guide to statistics.
- Glass D. (2006) Experimental Design for Biologist. Cold Spring Harbour Laboratory Press, New York, USA. QH323.5 G565 2006
- Leedy, P.D. and Ormrod, J., E. (2010) Practical Research: Planning and Design. Eleventh edition. Pearson Education, Inc. USA
- Underwood A. J. (1997) Experiments in Ecology: Their Logic Design and Interpretation Using Analysis of Variance. Cambridge University Press. QA 541.24 U54 1997

Course Grading Requirement:

Assignment/Exam	Percentage of Total Grade
Exams	20%
Poster	20%
Research Paper	15%
Oral Presentation	20%
Technical Skills Assessments	25%
	100%

Course Requirements:

NA

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Course Schedule:

DAY	DATE	TENTATIVE LECTURE SCHEDULE SPRING 2021	FIELD/LAB
Tue	19 Jan	Course Introduction	
Thu	21 Jan	Importance of science & research	
Fri	22 Jan		<i>Technical Skills</i>
Tue	26 Jan	The Scientific Method	
Thu	28 Jan	The Scientific Method	
Fri	29 Jan		<i>Technical Skills</i>
Tue	2 Feb	Types of Experiments	
Thu	4 Feb	Concepts and Principles of Research Design	
Fri	5 Feb		<i>Technical Skills</i>
Tue	9 Feb	Quiz 1	
Thu	11 Feb	Concepts and Principles of Research Design	
Fri	12 Feb	Sampling Techniques	<i>Technical Skills</i>
Tue	16 Feb	Types of Data & Scales of Measurement	
Thu	18 Feb	Management of Environmental Data/Ethics	
Fri	19 Feb		Assessment 2
Tue	23 Feb	Statistic Concepts	
Thu	25 Feb	Statistic Concepts	
Fri	26 Feb	Statistic Concepts	<i>Technical Skills</i>
Tue	2 Mar	Statistical Analysis	
Thu	4 Mar	Statistical Analysis	
Fri	5 Mar		Assessment 3
	<i>8-12 Mar</i>	<i>Midterm Week</i>	
Tue	16 Mar	Normal & Non-distributions	
Thu	18 Mar	Parametric & Nonparametric Analysis	
Fri	19 Mar	Conduct Research	
Tue	23 Mar	Conduct Research	
Thu	25 Mar	Conduct Research	
Fri	26 Mar		
Tue	30 Mar	Conduct Research	
Thu	1 Apr	Conduct Research	
Fri	2 Apr	Holiday	
Tue	6 Apr	Conduct Research	
Thu	8 Apr	Conduct Research	
Fri	9 Apr	Conduct Research	
Tue	13 Apr	Conduct Research	
Thu	15 Apr	Conduct Research	
Fri	16 Apr	Conduct Research	
Tue	20 Apr	Conduct Research	
Thu	22 Apr	Conduct Research	
Fri	23 Apr	Oral Interview	
Tue	27 Apr	Research Presentations	
Thu	29 Apr	Research Presentations	
		<i>Finals Week</i>	

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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.

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

Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

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Click or tap here to enter text.

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: MBIO3XX Coral Reef Ecology
Number of Credits: 4
Days and Times: Mondays and Wednesdays 11:30 am. to 12:45 pm and Thursdays (biweekly) 1:00 to 5:00 pm
Semester and Year: Spring 2021
Classroom Location: Delivered Online
Pre-requisite(s): N/A

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

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

Course Lecturer(s) Office Hours: Wednesday 1 pm to 5 pm
Course Director Office Hours: Wednesday 1 pm to 5 pm

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

Course Support: Anna Neckles-Thomas and Akima Ventour anecklesthomas@sgu.edu
aventou2@sgu.edu

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

COURSE CURRICULUM INFORMATION

Course Description:

This course will focus on several aspects of the ecology of coral reef ecosystems, including coral reef distributions, biogeography, and ecological processes important to coral reef. Basic coral anatomy and physiology will be discussed. Associated invertebrates, reef fishes and their interaction with coral communities will be highlighted, along with coral reef fisheries. Modern threats to coral reefs, including thermal bleaching, ocean acidification, and diseases of corals will be examined with emphasis on processes affecting the future status of reef communities. Various quantitative and manipulative field and laboratory techniques will be used to quantify biotic/abiotic features in the coral reef environment.

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Course Objectives:

This course will give students an understanding of the global distribution and typology of coral reefs, the biology of reef-building corals, and the factors that influence their growth and distribution. It will also introduce students to the productivity of reefs and the biology and diversity of animals supported by this production. In addition, students will gain knowledge on the effects of anthropogenic impacts on coral reefs and the importance of maintaining reefs integrity. Throughout this course, students will develop the ability to discuss issues related to coral reef ecology at global, regional, and local level, and to analyze their implications in the broader context of the ecology of tropical marine ecosystems. Students will learn techniques to quantify physical, chemical, and biological parameters within the coral reef environment to help gain insight into the ecology of this ecosystem. Students will compare the field and laboratory data obtained during the practical exercises with data from appropriate literature and share the results of their findings in the form of group discussions and oral presentations.

Student Learning Outcomes:

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

- 1) Describe coral reefs development, distribution, and biogeography.
- 2) Identify the most relevant anatomical and physiological features of coral reefs.
- 3) Classify coral reef habitats and the associated major invertebrates and fish taxa
- 4) Describe core ecological principles and how they govern coral reef ecosystem functions.
- 5) Critically analyze the major anthropogenic threats to coral reef ecosystems and the effects on their integrity.
- 6) Discuss technological approaches used to quantify reef ecosystem diversity for different spatial/temporal scales.
- 7) Critically evaluate and integrate information from a wide range of sources to develop informed opinion of reef management decision-making
- 8) Design and perform investigation on ecological structure of coral reef ecosystems, using appropriate methods for data collection and analysis.
- 9) Effectively communicate scientific information by presenting analysis of existing studies, and results of field and laboratory investigations, in written and oral presentations.

TECHNICAL SKILLS OUTCOMES:

- 1.- Use of quadrats and chains to estimate population density, percentage cover, diversity, and rugosity.
- 2.- Use of point intercept and chain transect to assess benthic percentage cover and diversity.
- 3.- Use of field guides and dichotomous keys to identify species of organisms.
- 4.- Use of turbidity meter, pH meter, refractometer, Secchi disk, D.O. meter and current meter to measure physical and chemical parameters in water.
- 5.- Use of GPS to determine geographic location, retrieve study site locations, and to map habitats.
- 6.- Use of thief samplers such as Van Dorn or Kemmerer Bottles to collect water samples.
- 7.- Use underwater traps to measure sediment deposition rates.
- 8.- Use of centrifuge and spectrophotometer for the estimation of concentration of chlorophyll-a in water samples.
- 9.- Use of belt transects and stationary point counts to estimate fish population density.
- 10.- Use snorkeling to conduct rapid visual roving assessments of marine environments.
- 11.- Use of towing nets to collect samples of phytoplankton and zooplankton.

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Program Outcomes Met By This Course:

Marine, Wildlife and Conservation Biology 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:

Class materials and selected readings will be taken from the following books and journals:
Sheppard CRC, Davy SK, Pilling GM. 2017. *The Biology of Coral Reefs*. 2nd Edition. Oxford University Press, UK.

Mora, C. 2015. *Ecology of Fishes on Coral Reefs*. Cambridge University Press.

Hubbard, D.K., Rogers, C.S., Lipps, J.H., and G.D. Standley (ed). 2016. *Coral Reefs at the Crossroads*. Springer.

Karlson, R.H. 1999. *Dynamic of Coral Communities*. Kluwer Academic Publisher.

Cortés, J. (ed.). 2003. *Latin American Coral Reefs*. Elsevier, Amsterdam.

Côté, I.M. & J.D. Reynolds. 2006. *Coral Reef Conservation*. Cambridge University Press, Cambridge.

Dubinsky, Z., & N. Stambler (eds.). 2011. *Coral Reefs: An Ecosystem in Transition*. Springer, Berlin.

Hopley, D. (ed.). 2011. *Encyclopedia of Coral Reefs*. Springer, Berlin.

Journals:

Coral Reefs

Marine Ecology Progress Series

Journal of Marine Research

Limnology and Oceanography

Science

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Student learning will be assessed by:

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Two (2) exams with questions related to the principles of coral reefs ecology presented during lectures and discussions.

One (1) independent seminar to test the ability to obtain, organize, synthesize, and communicate verbally scientific information.

One (1) Laboratory journal with entries related to organisms observed during surveys.

One (1) Technical Skills Assessment

One (1) Project presentation (oral and written report) where background information, methodology, data gathering and analysis, and discussion of results will be evaluated.

Grading will be distributed as follow:

Two (2) Exams (midterm and final): 40% (20% midterm, 20% final)

One (1) Seminar: 15%

One (1) Laboratory Journal: 15%

One (1) Project presentation (oral and manuscript): 25%

One (1) Technical Skills Assessment: 5%

Course Requirements:

N/A

Course Schedule:

WEEK LECTURE 1 LECTURE 2 LABORATORY ACTIVITIES

1 Introduction to the course. Areas and distribution of coral reefs. Biodiversity hotspots and centers of endemism. Hybridization and the evolution of reef coral biodiversity. Biogeography. Major reef types and reef zonation. Introduction to the Laboratory. Review of Field Techniques. Checkout snorkeling skills.

2 Types of coral reef building species. Biological aspects: anatomy and reproduction. Type and role of associated fauna. Sponges and soft corals. Free living fauna (echinoderms, mollusks and crustaceans).

3 Bioeroders and cryptic fauna. Associated flora: macro algae (calcareous and non-calcareous)
The abiotic environment: Controls on coral distribution. Salinity, temperature, light, and nutrients
Survey 1 – Stony Coral Species.

4 The abiotic environment: Exposure, hydrodynamic forces, sediments, seawater carbonate chemistry.
Algal-invertebrate symbiosis in corals and soft corals. Diversity of zooxanthellae.

5 Physiology of coral calcification. Photosynthesis and carbon fluxes. Nitrogen and Phosphorous acquisition and fluxes. The acquisition and breakdown of the symbiosis. Coral bleaching. Carnivory vs Symbiosis. Other important coral-microbe symbionts (cyanobacteria, heterotrophic bacteria, viruses, protozoans, endolithic algae and fungi). Survey 2 - Associated Fauna. Presentation of proposals (background and methodology)

6 Abundance, diversity, function and productivity of plankton associated to reefs. Recycling and retention of organic matter via the 'microbial loop'. Food source for larger reef organisms. The metazoan zooplankton: duration in the plankton, settlement behavior (e.g. coral larvae), daily migration patterns and their importance for inter-reef connectivity.

7 Seminar Presentations Seminar presentations / Midterm Review Survey 3 – Reef Fish. Presentation of proposals (background and methodology).

8 MIDTERMS – NO CLASS

9 Geographic drivers for fish diversity. Ecological feeding niches of coral reef fish. Abundance, biomass and trophic interactions of reef fish assemblages. The coral reef food chain. Impacts on the food chain: Implications of changes in the reef fish community through fishing and habitat degradation. Projects sampling

10 Fisheries resources on reefs. Live reef fish trade. Aquaculture on reefs.

11 Impacts of fishing. Controlling coral reef fisheries. Future for reef fisheries. Environmental impacts on coral reefs: Coral diseases. Projects sampling

12 Environmental impacts on coral reefs: Climate change, acidification, sea level rise, hurricanes (cyclones, typhoons) Ecological consequences of environmental impacts: Changes in species.

13 Ecological consequences of environmental impacts: Size of the coral "reservoir", changing food chains and trophic balance. MPAs and the conservation of coral reef ecosystems. Data processing. Graphing Review. Group Project Time.

14 Environmental assessments on coral reefs: costs, prices, and values. Coral restoration, ecotourism, and legislation.

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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:

Makeup quizzes and examinations will only be allowed with PRIOR approval from the lecturer. Students unable to attend quizzes or exams on the scheduled day must complete an online Medical Excuse form. Medical excuses will be based on self-reporting by students. Assignments must be submitted on time. There will be a 20% discount on the assignment grade for every day of delayed submission.

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Classroom/Online Etiquette Procedure:

It is expected that you will:

- Punctually attend all lectures, lab sessions, and field trips
- Participate actively in in-class discussions and in your group projects
- 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 Discretion of Course Director

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Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: MUSI 102 Music Appreciation
Number of Credits: 3 credits
Days and Times: Mon. Wed. Fri. 11:30 a.m. – 12:20 p.m.
Semester and Year: SPR 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Rose-Ellen Duncan
Course Director Name: N/A

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

Course Lecturer(s) Office Hours: Mon. Wed. Fri. 10:30 – 11:30 a.m. TBA
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier – Bldg. G
Course Director Office Location: N/A

Course Support: Ms. Nichole Phillip, nphilli2@sgu.edu, +1 473 444-4175 x3823

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

COURSE CURRICULUM INFORMATION

Course Description:

An overview of musical elements, styles, cultures and composers throughout history with the study of the following: basic musical terminology and notation, standard forms or designs used within western musical repertoire, stylistic elements that characterize historical periods, relationships between music and society, effective listening techniques, prominent composers and selected musical masterpieces.

Course Objectives:

This course will deepen your appreciation for music by improving your understanding of music as a language, a science, and an art. 1. As a language, we will explore how various musical elements can be used to communicate ideas and emotions. 2. As a science, we will study the physical and emotional effects of music on the brain and body, discussing parameters such as frequency, amplitude etc. 3. As an art, we will explore how music of various geographical regions reflects the

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unique beliefs, culture and experience of peoples. We will study changes in music through the centuries in relation to socio-economic conditions and status of musicians.

Student Learning Outcomes:

1. Ability to appreciate, recognize and describe music of various time periods and cultures.
2. A deepened awareness and understanding of the way human experience is reflected in the musical arts.

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: <https://nemcc.instructure.com/courses/236990/files/20168740/download?wrap=1>

Supplementary Readings/Resources: Refer to Resources on Sakai

Course Grading Requirement:

10% - Attendance & Participation

20% - Discussion Questions

60% - Concert Report, Assignments & Final Essay (15% each)

10% - Group Project

Course Requirements:

Attendance & Participation (10%): Three unexcused absences are permitted during the semester. Each additional unexcused absence will result in a 2% reduction of the final grade. An additional 4% will be added to the final grade of any student with perfect attendance. Excused absences are those reported to the instructor with appropriate documentation and include personal illness, family emergency, and conflicting departmental activities. The student is responsible for obtaining resources from missed class periods (available in Lessons on Sakai).

Discussion Questions (20%): Students will connect musical content to their own experience, better understand the context of music, and develop critical thinking and communication skills. Answers to discussion questions should be thoughtful and well-constructed, in the student's own words. Please submit within one week (do not wait till the last minute).

Concert Report, Assignments & Essay (60%): After a basic understanding of musical elements and effective listening techniques has been acquired, students will use their knowledge to think

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critically and independently about musical expression.

Students must choose a virtual concert to view and report on, following the Concert Report Guidelines for form, content, and required information. The virtual concert will take the place of attending a live classical music performance. Students will convey their experience through a short essay, describing the concert setting, comparing musical elements and context in detail, and expressing their personal thoughts about the performance.

Students will complete written assignments on Orchestral music and Steel Pan music. Each will require a listening segment. Historical, cultural and social implications will be discussed.

Students will write a final essay on the benefits of music and its current use in music therapy.

Group Project (10%): Students will research music from a specific world culture/region for their group project, following Group Project Guidelines. Groups must make formal presentations to the class and submit their projects in appropriate file format.

Extra Credit Reports (maximum of Two reports): Beyond the required reports, students may observe extra performances or do research on a musical topic, submitting a written report for extra credit. Extra credit reports are due by the last day of classes.

Extra Credit papers will be graded and awarded extra percentage points as follows: A = 4 bonus points, B = 3 points, C = 2 points, D = 1 point.

Course Schedule:

Week 1-3 UNIT I

The Elements of Music
Discussion questions
Weekly Chapter Reviews and Listening Activities
Concert Report 1

Week 4-6 UNIT II

Medieval, Renaissance and Baroque Music
Discussion questions
Weekly Chapter Reviews and Listening Activities
Orchestra Assignment

Week 7-10 UNIT III

Classicism to Romanticism
Discussion questions
Weekly Chapter Reviews and Listening Activities
Steel Pan Assignment

Week 11-14 UNIT IV

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Impressionism, the Twentieth Century and Beyond, World Music
Group Presentations
Weekly Chapter Reviews and Listening Activities
Final Essay

POLICY INFORMATION

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Department of Nursing and Allied Health Sciences

GENERAL COURSE INFORMATION

Course Code and Title: NURS 100: Fundamentals of Nursing
Number of Credits: 4
Days and Times: Lectures: Tuesdays & Fridays 1pm-2:15pm Sim labs: Mondays 8am – 10am & 4pm -6pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): NURS 106

Course Lecturer Name(s): Jule Lindsay RN, BScN, MN/ Kathleen Collier, RN, AS, BSN, MPH, SART
Course Director Name: Jule Lindsay RN, BScN, MN

Course Lecturer(s) Contact Information: jlindsay@sgu.edu ext 3118, kcollier@sgu.edu ext 3735

Course Director Contact Information: jlindsay@sgu.edu ext 3118

Course Lecturer(s) Office Hours: Mon. 10:00am-2:00pm, Tues. 10:00am-12pm

Course Director Office Hours: Monday, Tuesday, Wednesday 0900am-12noon Friday

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, 3769

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

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces the student to the nursing process and health assessment of individuals throughout their lifecycle. The nursing process framework is used for interviewing, data collection and performing health assessment. Opportunities are provided for students to engage in critical thinking skills in assessing, planning, implementing, and evaluating nursing care in the simulation laboratory. The art of nursing is explored through the practical simulation laboratory sessions. The importance of evidence-based practice, nursing theorist are emphasized. The importance of cultural, gender and religious diversity in health assessment and the provision of health assessment and the provision of health and nursing care are introduced.

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Course Objectives:

- 1.To describe the foundation of nursing including human needs, culture and ethnicity health and wellness nursing theory research and evidence based practice
- 2.Demonstrate the components of the nursing process
- 3.To list the growth and development across the life span and its effect on the patient care plan
- 4.To describe the roles basic to nursing care
- 5.To demonstrate the actions basic to nursing care, measuring vital signs, assess health promotion, safety and asepsis
- 6.To demonstrate the ability to incorporate complementary and alternative therapies, administering medication and care for medical & surgical patients
- 7.To summarize the use of nursing theory as it relates to practice

Student Learning Outcomes:

- 1.Demonstrate concepts and challenges regarding patient management, such as, pain management, medication administration and documentation.
2. Implement evidenced based, safe, effective nursing care for individuals with basic health care illnesses

Program Outcomes Met By This Course:

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

NPO-2 Demonstrate a level of professionalism that is congruent with the inherent values , ethics and behaviours of the discipline of nursing.

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 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: Sherpath for Fundamentals of nursing: Potter Fundamental version 9th edition

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Supplementary Readings/Resources: See resources on Sakai

Course Grading Requirement:

Assignment	Points	Percentage
Reflective Analysis		5%
SAKAI Quizzes		10%
Group Presentations & Debate		7.5%
Midterm written		15%
Essay (Scholarly Paper)		10%
Engagement Rubric		10%
Drug Cards		5%
Sim lab Quizzes		7.5
Finals		30%

Course Requirements:

1. Students are required to read the assigned chapter prior to coming to the lecture.
2. Students should participate in all lectures and utilize critical thinking skills in classroom discussions.
3. All students should engage in active listening skills during lecture

Course Schedule:

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

Week	Lecture	In class work	Sim Lab
1	<p>-Introduction to Fundamentals of Nursing</p> <p>-Asepsis and Infection Prevention and Control guidelines</p> <p>Sherpath E-book Chapter 29</p> <p>Sakai quiz #1</p>	<p>-Review of course syllabi</p> <p>-Discuss Evidence Base practice as it relates to Aseptic Techniques</p> <p>-Infection Prevention & Control guidelines.</p> <p>- Chain of Infection</p> <p>-Nature of Infection</p>	<p>Monday Introduction to Sim Lab Isolation PPE (gown, mask, gloves) Infection control video</p> <p>Friday Hygiene and personal care Mouth care Grooming Bed Pan Urinal</p>
2	<p>Hygiene and Personal Care</p> <p>Sherpath E-book Chapter 40</p>	<p>Day 1</p>	<p>Monday Introduction to Head - to- toe Assessment Oral cavity, eyes, ears, nose, skin Videos:</p>

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		<ul style="list-style-type: none"> -Anatomy and Physiology of the skin, nails, oral cavity, eyes, ears, and nose. -Factors influencing Hygiene -Cultural aspects of Care -Risk Factors for Hygiene Care - Assessment of the Oral Cavity. <p>Day 2</p> <ul style="list-style-type: none"> -Assessment of Hair and Hair Care -Development Stages - <i>Common Skin Problems</i> - Common Foot and Nail Problems - Types of Bath 	<p>Heart, Lung, Abdomen assessment Quiz 1 (written Am): PPE, Isolation, hygiene & personal care</p> <p>Friday Introduction to Assessment of Heart, Lung and abdomen</p>
3	<p>-Nursing Process and Critical thinking skills Chapter 15, 16,17, 18</p>	<ul style="list-style-type: none"> -Define the nursing process. -Identify the steps of the nursing process. -Identify data required for assessment and documentation 	<p>Monday: Assessment of Heart, Lungs & abdomen</p> <p>Friday Quiz 2: Heart, Lungs and Abdomen Assessment</p>
4	<p>-Vital signs Sherpath e -book Chapter 30</p> <p>Sakai quiz #2</p>	<ul style="list-style-type: none"> - Measurement of Vital Signs -Guidelines for Measuring Vital Signs -Nursing Interventions for patients with abnormal Vital Signs -Factors affecting Vital Signs 	<p>Monday & Friday Measurement of Vital Signs Temperature Pulse Respiration Blood Pressure Quiz 3 (written): Vital Signs</p>
5	<p>-Health, Wellness, and Illness -Sherpath Chapter 6</p> <p>Sakai quiz # 3</p>	<ul style="list-style-type: none"> -Models of Health and Illness -Healthy people document -Definition of health -Models of Health and Illness 	<p>Monday Head-toe-Assessment</p> <p>Friday Quiz 4: Head-toe-Assessment</p>

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		-Maslow's Hierarchy of Needs	
6	<p>-Perioperative Nursing Care</p> <p>-Sherpath Chapter 50</p> <p>Quiz Sherpath</p>	<p>Perioperative</p> <ul style="list-style-type: none"> - Medical Conditions That Increase Risks of Surgery - Risk Factors for Surgery <p>Intraoperative</p> <ul style="list-style-type: none"> - Nursing Roles during Surgery <p>-Post operative</p> <ul style="list-style-type: none"> - Postoperative Surgical Phase - Postoperative Complications 	<p>Monday Pre and Post Op</p> <p>Friday Pre and Post OP Quiz 5: Pre or Post Op</p>
7	<p>-Activity and Movement</p> <p>Sherpath Chapter 39</p> <p>-Cognition and Sensation</p>	<ul style="list-style-type: none"> - Nature of Movement - Alignment and Balance - Gravity and Friction - Developmental Changes - Exercise and Activity Tolerance - Moving and Positioning Patients in Bed 	<p>Monday & Friday</p> <p>Positioning (low, semi & High Fowlers, Trendelenberg) Transferring Bed to chair, Bed to stretcher Crutch Walking Wheel-chair Walker Quiz 6: (written in pm) Positioning, transfer, crutch walking</p>
8	Midterm		20 minutes each Head-to-toe assessment Pre-op
9	<p>-Patient Education Sherpath 25</p> <p>-Sleep Sherpath Chapter 43</p>	<ul style="list-style-type: none"> - Standards for Patient Education 	<p>Monday & Friday Med Math</p> <p>Friday Quiz 7 (written pm): Med Math</p>

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		<ul style="list-style-type: none"> - Purposes of Patient Education - Teaching and Learning - Domains of Learning - Theory to Enhance Motivation and Learning 	
	Documentation	<ul style="list-style-type: none"> - Purposes of the Medical Record - Legal Guidelines for Documentation - Privacy, Confidentiality, and Security Mechanisms - Handling and Disposing of Information - Guidelines for Quality Documentation - Methods of Documentation 	
11	Electrolyte and Acid- Base Balance	<ul style="list-style-type: none"> - Normal electrolytes lab values - What are the symptoms of electrolyte imbalance - How do you treat an electrolyte imbalance - Define terminology - Nursing considerations 	<p>Monday IV Set up Calculating drips</p> <p>Friday Quiz 8: Setting up the IV, calculating drips</p>
12	<p>Urinary and bowel Elimination</p> <p>- Sherpath Chapter 46, 47</p> <p>Quiz Sherpath</p>	<p>Urinary Elimination</p> <ul style="list-style-type: none"> - Factors Influencing Bowel Elimination Urinary Incontinence <ul style="list-style-type: none"> - Symptoms of Urinary Alterations - Urinary Tract Infections - Indwelling Catheter Care 	<p>Monday Urinary Catheterization Urine testing</p> <p>Friday Colostomy Care</p>
13	<ul style="list-style-type: none"> - Skin Integrity - Wound Care 	<ul style="list-style-type: none"> - Pressure Ulcers 	<p>Monday Wound Care</p> <p>Friday Wound Care</p>

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	<p>-Sherpath Chapter 48</p> <p>-Pain management Sherpath Chapter 44</p> <p>Quiz Sherpath</p>	<ul style="list-style-type: none"> - Risk Factors for Pressure ulcer development - Classification of Pressure ulcers - Wound Classifications - Process of Wound Healing 	
14	<p>-Medication Administration</p> <p>-Safety</p> <p>-Sherpath Chapter 32</p> <p>Quiz Sherpath</p>	<p>-Influences in Medication Administration</p> <p>- Guidelines for Safe Narcotic Administration and Control</p> <p>-Medication names, classification</p>	<p>Monday Oral Medication Administration</p> <p>Friday Quiz 9: Oral Medication Administration</p>
15	<p>-Nutrition</p> <p>-Sherpath Chapter 45</p>	<ul style="list-style-type: none"> -Dietary Reference Intakes - Daily Values - Factors Influencing Nutrition - Factors Affecting Nutritional Status - Religious Dietary Restrictions - Cultural Aspects of Care 	<p>Monday Nasogastric tube insertions</p> <p>Friday Quiz 10: Nasogastric tube insertion</p>
16	Final Examination		10 Minutes each Head -to-toe assessment Oral Medication Administration Med Math
Week One	<i>Case Study Sherpath</i> <i>Methicillin-resistant Staphylococcus Aureus</i>		
Week Two	Hygiene Care Sherpath		
Week Three	<p>Reflective Analysis on a clinical issue using the Gibbs model to complete.</p> <p>2-3 pages APA format Reference</p>		

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<p>Week four</p>	<p>Debate</p> <p>Divide the students into 2 groups. Each group will debate on the following topic:</p> <p>Group 1 & 2 Should Nurses consider the Spiritual Health of patients when providing nursing care in Grenada? If so, how should it be included in patient care?</p> <p>Group 3 & 4 -Should Ethical and Legal issues be considered when providing care to patients in Grenada. If so how should it be included in patient care?</p>
<p>Week Five</p>	<p>Individualized Essay Topic: Discuss the Health, Wellness, and Illness strategies of a patient with Diabetes Mellitus in Grenada.</p> <p>Students can also choose a disease condition of their choice to complete this assignment.</p> <p>Instructions for Assignment</p> <ul style="list-style-type: none"> • Define the terminologies <ul style="list-style-type: none"> I. Describe variables influencing health beliefs and practices in Grenada. II Describe health promotion, wellness, and illness prevention activities of patients in Grenada. III. Discuss the three levels of preventive care in Grenada. IV. Describe four types of risk factors affecting health in Grenada. V. Discuss risk-factor modification and changing health behaviors in Grenada . VII. 1000 words VIII. Font 12 IX. Times New Roman X. Double spaced XI. Cover page XII. APA guidelines XIII. Reference List
<p>Week Six</p>	<p>Divide the students into four groups. Each group will present a case study on a disease of their choice. The disease condition must be approved by the Instructor.</p> <p>Perioperative Care Group 1</p> <ul style="list-style-type: none"> • Define the disease condition <ul style="list-style-type: none"> • Discuss common surgical risk factors and related nursing implications. • Describe preoperative assessment data to collect for this surgical patient. • Explain the elements of a typical preoperative teaching plan.

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	<p>Intraoperative Group 2</p> <ul style="list-style-type: none"> • Define the disease condition • Describe the typical process of Intraoperative care for your patient • Explain the registered nurse's role in the operating room <p>Postoperative Group 3</p> <ul style="list-style-type: none"> • Define the disease condition • Describe factors to assess in a patient during postoperative recovery. • Describe the rationale for nursing interventions designed to prevent postoperative complications for your patient. <ul style="list-style-type: none"> • list patients at risk for postoperative complications. <p>Documentation Group 4</p> <ul style="list-style-type: none"> • Discuss principles of documentation (medication) • List 3 medications that are used in pre-operative care for your patient • List 3 medications that are used in post-operative care for your patient • Discuss indications, side effects, adverse effects, nursing considerations of the medications chosen.
Week 7	Case study-Activity and Movement Sherpath
Midterm review	
Week 8	Midterm Exam
Week 9	<p>Class presentation</p> <p>Divide students into four groups. 15 minutes per group</p> <p>Group 1 -Diabetes Mellitus Group 2 -Tuberculosis Group 3 -Hypertension Group 4 -Dengue fever</p> <p>Instruction</p> <ol style="list-style-type: none"> 1. Define the disease condition 2. Discuss signs and symptoms of disease condition 3. Nursing interventions of disease condition 4. List diagnostic tests for disease condition 5. 3 medications/side effects 6. Community resources

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<p>Week 10</p>	<p>Documentation</p> <p>Case study/Concept Map</p>
<p>Week 11</p>	<p>Electrolyte and Acid- Base Balance</p> <p>Case Study: Electrolyte Imbalances Nursing Diagnoses</p>
<p>Week 12</p>	<p>Urinary and bowel Elimination (Group Work)</p> <p>Group 1</p> <ul style="list-style-type: none"> • Explain the function and role of urinary system structures in urine formation and elimination. • Identify factors that commonly impact urinary elimination. • Obtain a nursing history from a patient with an alteration in urinary elimination. <p>Group 2</p> <ul style="list-style-type: none"> • Describe characteristics of normal and abnormal urine. • Describe nursing implications of common diagnostic tests of the urinary system. • Identify nursing diagnoses associated with alterations in urinary elimination. <p>Group 3</p> <ul style="list-style-type: none"> • Discuss nursing measures to promote normal micturition and improve bladder control. • Discuss nursing measures to reduce risk for urinary tract infections. • List steps in closed catheter irrigation correctly. <p>Group 4</p> <ul style="list-style-type: none"> • Define the term Catheterization • Discuss types of Catheters • Discuss the various Catheter Sizes
<p>Week 13</p>	<p>Group Presentation/Concept Map</p> <p>Each group is to develop a concept map and present on one of the following topics</p> <p>Group 1- Skin Integrity/Pressure Ulcer</p> <ol style="list-style-type: none"> 1. What is Pressure Ulcer? 2. Risk Factors for Pressure Ulcer Development.

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	<p>3. Discuss the Cultural aspects of care of Patients with pressure Ulcer</p> <p>Group 2- Wound Care</p> <ol style="list-style-type: none"> 1. Wound Classifications 2. Process of Wound Healing 3 Types of Wound Drainage <p>Group 3-</p> <ol style="list-style-type: none"> 1. Discuss the Braden Scale for Predicting Pressure Ulcer Risk 2. Discuss pain management in wound care and healing 4. Assessment of Abnormal Healing in Primary- and Secondary- Intention Wounds <p>Group 4- Develop a nursing care plan for a patient with impaired skin integrity. List appropriate nursing interventions for the patient with impaired skin integrity in your plan.</p>
<p>Week 14</p>	<p>Students will write a reflective analysis using Gibbs Model on a meaningful clinical experience.</p> <p>Guidelines</p> <ol style="list-style-type: none"> I. 2 to 4 pages long II. Font 12 III. Times Roman IV. Double spaced V. APA format VI. List 2 references/citation

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<p>Week 15</p>	<p>Nutritional Assessment</p> <p>Divide the students into four groups. Each group will choose from one of the following topics listed below and develop a Nutritional Assessment.</p> <p>This assignment can be role played or delivered in a format approved by the Instructor.</p> <p>Sherpath Chapter 45- Box 45-6</p> <ol style="list-style-type: none"> 1. Diabetes Mellitus (Adolescent/Elderly) 2. Hypertension (52-year-old man) 3. Congestive heart disease (Elderly) 4. Pregnant or lactating mother
<p>Review</p>	

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Assignment Submission Procedure:

All assignment must be submitted on time as per syllabi. Instructor must be informed of any late assignments in a timely manner.

Classroom/Online Etiquette Procedure:

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Students are always expected to exhibit professional conduct in the classroom and clinical setting. Courteous and respectful behavior is an expectation for every student NAHS. Students are expected to mute their microphones if not sharing information.

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 106: Introduction To Professional Nursing
Number of Credits: 3
Days and Times: Mondays and Wednesdays 1:00 –2:15
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): NA

Course Lecturer Name(s): Jennifer Solomon
Course Director Name: Jennifer Solomon

Course Lecturer(s) Contact Information: JSolomon@sgu.edu/ ext 3758
Course Director Contact Information: JSolomon@sgu.edu/ ext 3758

Course Lecturer(s) Office Hours: Mondays and Wednesdays 1pm –4pm Tuesdays and Thursdays 12 –2pm
Course Director Office Hours: NA

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 introduces students to the field, responsibilities and role of the professional nurse. It will prepare the student and transition from the basic educational environment to an academic and professional role. This course offers an interactive approach to understanding the role of the professional nurse in today's society. The student will begin to appreciate their responsibilities as a student nurse.

Course Objectives:

Upon successful completion of the course students should expect to:

1. Discuss the historical foundations of nursing practice and education.
2. Identify current trends and issues related to the profession of nursing.
3. Summarize the nursing code of ethics and standards of care of professional nursing.

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4. Identify and understand the role of Regional and International professional nursing bodies.
5. Compare the Grenadian and Caribbean health care and nursing educational system with those from other industrialized nations

Student Learning Outcomes:

1. Define the responsibilities of the professional nurse.
2. Analyze the role of the professional nurse.
3. Describe and explain the field of nursing

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 – 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: Fundamental of Nursing: Ninth Edition

-

Patricia A. Potter, RN, MSN, PhD, FAAN, Anne Griffin
Perry, RN, MSN, EdD, FAAN, Patricia A. Stockert, RN, BSN, MS, PhD

Sherpath:

COURSE ID 157057_jsolomon94_

Supplementary Readings/Resources: Additional resources will be placed on Sakai

Course Grading Requirement:

- Quizzes (5) 20%
- Group Presentation and forum 5%
- Online assignments (10) 20%
- Midterm (1) 20%
- End of term (1) 35%

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Course Requirements:

Students will be required to:

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	Title	Content	Learning activities	Assignments and reading
1	Course orientation Learning to learn why learning strategies are needed		Forum discuss why certain characteristics can put students at risk	Article on Sakai
2	Professional nursing definition and primary roles (live) Scope of practice (recorded)			Reading assignment
3	History of Nursing live Trends in nursing (recorded)	Identify the various Icons of nursing List societal influences in the development of nursing practice	Quiz	Reading assignment
4	Professional nursing organizations (Group presentation) Guest speaker Grenada nurses association	Role and responsibilities		Group presentation
5	Communication skills Collaboration and communication (recorded) Patient education (recorded)	Introduction to the interdisciplinary team Importance and outcomes of interdisciplinary collaboration	Quiz	Reading assignment
6	Differing healthcare delivery systems (Recorded)	Explain the structure of various health care systems List examples of health care services Identify the effects of globalization on health care		Forum critically analyze each model

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	Values beliefs and caring (recorded) Mutual respect (Recorded)	Tenets of philosophy Common nursing philosophical statements	Quiz	Reading assignment
7	Caribbean nursing competencies (live) Midterm review	Discuss the need For competencies In nursing practice Relate the Caribbean Competencies to Nursing practice		
8	Mid term			
9	Image of nursing and the profession (live) ICN code of conduct (recorded)			Forum Analyse how self-image affects the image of nursing
10	Criteria for a profession (live) Professional behaviours (recorded)			Reading assignment
11	Nursing theories (live) Student presentation Group 1 – Henderson Group 2 – Orem Group 3 – Watson Group 4 – Pender Group 5 - Orlando	Explain the influence of nursing theory on a nurse's approach to practice Describe types of nursing theories. Describe the relationship among nursing theory and patient needs. Review selected nursing theories		Nursing Theories reading assignment Forum case study pg 72
12	Sherpath Mrs. Celia Shirer Case Study Evidenced based practice and Critical thinking (recorded)	Discuss the benefits of evidence-based practice. Describe the steps of evidence-based practice. Discuss a nurse's responsibility in making clinical decisions. Describe the components of a critical thinking model for clinical decision making.	Quiz	Reading assignment

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		Discuss critical thinking skills used in nursing practice.		
13	Ethical and legal considerations (live) https://physiciansapply.ca/cases/case-1-consent-and-confidentiality/part-1/ Scenario (live)	Discuss the role of ethics in professional nursing. Discuss the role of values in the study of ethics.	Quiz	Reading assignments
14	Presentation – podcasts, blogs and resources for student nurses. Discussion https://www.youtube.com/watch?v=PNwWNsQruWY https://www.youtube.com/watch?v=urOCG-MIB9g			Reading assignment
15	Art and Science of nursing – guest speaker End of term review and feedback			
16				

Associations and Governing bodies of the professional nurse

This will be a 10 minute presentation by each group on the associations and governing bodies for nursing. This is to be a joint presentation with all members of the group participating but not necessary speaking. Please provide a break down of the group actions and how the task was divided.

- Group 1 Caribbean and Grenada
- Group 2 US and North America
- Group 3 UK and Europe
- Group 4 Australia and Africa countries

Describe a little of the background on the organization or regulatory body for each geographical area.

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Analyze how the organization or regulatory body interacts and upholds the nursing profession by:

- establishing, monitoring and enforcing standards of practice
- establishing the conditions or requirements for registration
- Association activities or focus

Groups will present on the theorists

Major assumptions and definitions

Summary of theory

Case study or application

Grading will use the nursing power point rubric as on Sakai

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.

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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 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 the correct formatting as per instructions.

Classroom/Online Etiquette Procedure:

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Where possible cameras should be switched on for the entire session. Engagement and professionalism is expected.

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 315: Specialized Nursing and Informatics
Number of Credits: 3
Days and Times: Tuesday and Thursday 2.30 – 3.45pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): NURS 300: Adult Health Nursing I: 20 – 64 years with lab (Co-requisite: NURS 324: Practicum IV)

Course Lecturer Name(s): Jennifer Solomon
Course Director Name: Jennifer Solomon

Course Lecturer(s) Contact Information: JSolomon@sgu.edu/ Ext 3758
Course Director Contact Information: JSolomon@sgu.edu/ Ext 3758

Course Lecturer(s) Office Hours: Mondays and Wednesdays 1pm – 4pm Tuesdays and Thursdays 12 – 2pm
Course Director Office Hours: NA

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 provide information on the organization structure, personnel, functions and care of patients in the specialized units, namely, Accident and Emergency, Operating Theatre, Recovery Room, Intensive care Unit and Ophthalmic Unit. The student will gain an overview of advanced monitoring and equipment used in the specialized setting. The student will also be exposed to advance practice nursing and nurse consultants to understand the impact and role of these professions. The student will receive an introduction to preparedness strategies and emergency planning. This course will expose the student to the various specialty areas delivering appropriate care to patients in those settings and the information technology that accompanies these populations.

Course Objectives:

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- 1-List the main nursing functions in the care of patients in the specialized area.
- 2 -Demonstrate the ability to implement disaster preparedness and management.
- 3 -Compare evidenced based nursing care to patients in the various specialized areas.
- 4 -Identify where and how IT is integrated into the nursing process.

Student Learning Outcomes:

On completion of this course students will be able to:

1. To demonstrate the elements of critical thinking to deliver safe and appropriate patient centered nursing care in the specialized setting.
2. To demonstrate the use of the nursing process in caring for patients within the specialized areas such as theatre, ICU, A&E and dialysis.
3. Provide appropriate health education that addresses disease/illness prevention, health promotion, and health restoration in these specialized areas.
4. Describe the unique role and scope of practice of the specialized nurse within the health care environment
5. Identify career and educational pathways to enable specialization within nursing.

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 – 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: Introduction to Nursing Informatics, 4th Edition, Kathryn J. Hannah; Pamela Hussey; Margaret A. Kennedy; Marion J. Ball Editors

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.

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Supplementary Readings/Resources: See SAKAI

Course Grading Requirement:

Assignment	Percentage
Reflective Papers and Forums	20%
Group Presentation	10%
Mid-Term	20%
Group Case Study/Role Play Scenario	20%
Final	30%

Course Requirements:

Students will be required to:

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/notes
1 19 January 2021 21 January 2021	Introduction. What is specialized nursing Homework: Accident and Emergency nurse Presentation	Summarize the differences between general and specialized nursing. Review how this course relates to program learning outcomes. Understand the elements of the course and assessments. https://www.youtube.com/watch?v=ViFJCFet1UE Evaluate knowledge and skills in order to deliver appropriate high-quality emergency care Critically evaluate and reflect on the role of the emergency nurse within interdisciplinary and multidisciplinary teams. https://www.youtube.com/watch?v=QvB4dyx-rVk Use the following to understand the need for algorithms http://qualitysafety.bmj.com/content/19/5/e46#F2 In groups discuss a chosen specialty please include: Basic job description Educational requirements Core competencies or skills Accreditation or license requirements	After watching the video write a 1-page reflective paper discussing the different ER experiences highlighted in this video. Submit via Forum
2 26 th January 2021	The Informatics Palliative, Hospice and End-Of-Life Care Sherpath Chapt. 9	Who is an Informatics Nurse and what do they do? https://www.youtube.com/watch?v=yRbZkUIETp4 Discuss the development of Nursing Informatics as a specialty. Discuss the purpose of palliative care. Describe the purpose of and services provided by hospice. Describe the physical and psychologic manifestations at the end of life. Explain the process of grief and bereavement at the end of life.	After learning about the role of the Informatics Nurse write a reflective paper discussing your thoughts. Submit via Forum

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28 th January 2021		Describe the nursing management of the dying patient. Examine the cultural and spiritual issues related to end-of-life care. Discuss ethical and legal issues in end-of-life care. Explore the special needs of family caregivers in end-of-life care.	
3 2 th February 2021	Theatre and Recovery Nursing – Nurse Elma Griffith	Critically explore the principles of peri-operative nursing and the role of the nurse in providing care, based on standards of practice to the pre, intra & post-operative setting with a theatre nurse.	Sherpath reading and assignment x2 (med surg)
4 th February 2021	Peri-operative Nursing Care Sherpath Chapt. 18	Discuss the phases and classifications of surgery Discuss various types and stages of anesthesia. Discuss key assessments related to intraoperative patients. Identify nursing diagnoses related to intraoperative patients. Discuss measurable patient-centered goals related to intraoperative patients. Describe nursing interventions related to intraoperative patients.	Sherpath reading and assignment x2
4 9 th February 2021	Intensive care/ Critical care nurse Sherpath Chapt.65 – Nurse Donally Francis	Discuss the special needs of the nurse who cares for dying patients and their families. Evaluate knowledge and skills in order to deliver appropriate high-quality ICU care.	Case study prior to class. X2 post class assignments Simulation exercise
11 th February 2021	Overview of HIV and HIV Nursing – Dr. Kathleen Nokes		
5 16 th February	Disaster management – Mr. Sylvan Mc Intyre	List the classification of disaster and phases of disaster. Evaluate the measures to prevent or mitigate effects of disasters	Disaster mgt assignment and reading
18 th February	Disaster management – Mr. Sylvan Mc Intyre	Identify the roles and functions in disaster management of individuals, organizations, gov agencies and how the nurse links with these entities.	
6 23 th February	Disaster management – Mr. Sylvan Mc Intyre	Evaluate disaster plans at the national, regional level.	Sherpath reading exercise x3
25 th February 2021	Disaster management Class presentation	In your assigned groups use the four phases of disaster management and present on cyclones, floods, landslides, and earthquakes. Please include nursing specific skills you will utilize.	
7 9 th March 2021	Disaster management with	Tabletop exercise	
11 th March 2021	Sexual Assault Nurse Examiner nurse – Nurse Kathleen Collier	Evaluate knowledge and skills in order to deliver appropriate high-quality forensic care	
8 2021	Mid Term		

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<p>9</p> <p>16th March 2021</p> <p>18th March 2021</p>	<p>Introduction to Nursing Informatics</p> <p>EBP and Informatics</p>	<p>In class Sherpath reading exercise (fundamentals)</p> <p>What is Informatics? What is Nursing Informatics? Nursing Informatics Competencies Impact of Nursing Informatics on Nursing Explore trends in evidence-based quality improvement.</p> <p>Discuss the implications of evidence-based quality improvement for various levels and types of healthcare organizations as well as across multiple professions. Review effective models in structuring evidence-based practice (EBP) initiatives.</p>	<p>Take home Sherpath reading exercise</p>
<p>10</p> <p>23 March 2021</p> <p>25th March 2021</p>	<p>Patient Safety and Informatics</p> <p>Application EMR and EHR in the hospital</p>	<p>Define patient safety and quality of care from a health informatics perspective. Describe the role of health information technology (IT) in advancing the quality and safety of healthcare globally Describe the key technical components of electronic health records and their interrelationships. Define <i>interoperability</i> and its major elements. Contrast networking arrangements such as regional health information organizations (RHIOs), health information exchanges (HIEs), and health information organizations (HIOs).</p>	
<p>11</p> <p>30 March 2021</p> <p>1 April 2021</p>	<p>Applications of EMRs and EHRs</p> <p>Application Telemedicine</p>	<p>Summarize the supporting electronic health records (EHRs) and information systems used at community and home-based practice sites.</p> <p>Describe the clinical practice considerations for telehealth-delivered care for health professionals. Analyze operational and organizational success factors and barriers for telehealth in healthcare organizations</p>	<p>Group Case Study/Role Play Scenario via zoom</p>
<p>12</p> <p>6th April 2021</p> <p>8th April 2021</p>	<p>Informatics for Patient Education</p> <p>Privacy and Security issues</p>	<p>Group presentations - Discuss the effectiveness of computerized teaching tools that can be used to deliver patient education in the clinical environment. Explore and evaluate computerized applications that can be used to educate patients in relation to health literacy.</p> <p>Describe and explain the informatics concepts: privacy, security, confidentiality, integrity, availability, covered entity, and business associate.</p>	<p>Group presentation</p>
<p>13</p> <p>13th April 2021</p> <p>15th April 2021</p>	<p>Social media use and education</p> <p>Mobile technology</p>	<p>Group presentations - Describe social media tools and their benefits. Explore the current and potential use of social media in healthcare and healthcare education. Analyze the issues and challenges associated with the use of social media in healthcare and healthcare education</p> <p>List mHealth application domains and describe examples of mHealth uses in healthcare settings in the United States and in developing countries. Explore the current state of mHealth research evidence. Discuss benefits and challenges to mHealth implementation.</p>	<p>Group presentation</p>
<p>14</p> <p>20st April 2021</p>	<p>Informatics for student education</p>	<p>Group presentation Discuss the effectiveness of computerized teaching tools that can be used to deliver education in the traditional classroom environment.</p>	<p>Group presentation</p>

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22 April 2021	Nursing entrepreneur using informatics	Explore computerized applications that can be used to manage educational information and support the work of healthcare-related faculty.	
15 27 th April 2021	Legal guidelines for documenting	Jack Brown case study – Sherpath Review table 26.- 1	
29 th April 2021	Exam Review		
16 3 th – 7 th May 2021	End of Term	FINAL EXAMS WEEK	

POLICY INFORMATION

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Attendance Policy:

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Assignment Submission Procedure:

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Classroom/Online Etiquette Procedure:

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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. If online and if possible cameras should be switched on.

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 320 Gerontological Nursing with Practicum
Number of Credits: 4
Days and Times: Tuesdays and Thursdays, 11:30am-12:45pm (lectures) May 17 – 28 –
See assigned placement site for specified time (posted on SAKAI).
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): Adult Health 1:20-64years with lab

Course Lecturer Name(s): Jule Lindsay RN, BScN, MN
Course Director Name: Jule Lindsay RN, BScN, MN

Course Lecturer(s) Contact Information: jlindsay@sgu.edu ext 3118
Course Director Contact Information: jlindsay@sgu.edu ext 3118

Course Lecturer(s) Office Hours: Mon,Tues,Wed 0900am-1200Noon-,Fri 0900am-1000am

Course Support: Rocksann Burris Rburris01@sgu.edu ext. 3755, 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 provides students with a comprehensive examination and understanding of the aging process including the broad structural and societal issues regarding aging. The normal physical, psychosocial, and cultural aspects of the aging process will be explored. Students will explore methodological research and theoretical issues of aging; interdisciplinary perspectives on aging; social aspects, and health care needs of the elderly. The role of the nurse and implications for promoting health in the least restrictive environment will be explored. It will include discussions of geriatric syndromes, complexity of co-morbidities while managing health outcomes. Students will be given the opportunity to bring theory and practice together in a practicum within the community and other settings.

Course Objectives:

1. Identify physiological, psychosocial, and emotional changes which occur with the aging process.
2. Identify risk factors and variables associated with the incidence of health care problems among the elderly.
3. Discuss cross-cultural theories, concepts and issues of aging including attitudes toward aging, old age,

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variations in health status, and health care seeking behaviors

Student Learning Outcomes:

1. Describe the most common gerontological theories useful in improving health care for the elderly.
2. Describe the most common conditions affecting older adults.
3. Explore positive approaches to the complex and challenging aspects of providing care for and with older people, both in hospitals and other institutional settings and in their own homes.
4. Use appropriate theories of nursing practice to develop an adequate care plan.

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-6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO-7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO-8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Essentials of Gerontological Nursing, Meredith Wallace, 2007
Gerontological Nursing: Competencies for Care, Mauk, Kristen L 2017

Supplementary Readings/Resources: See SAKAI

Course Grading Requirement:

Theory

Written Assignments	5%
Quizzes	10%
Class Presentations	7.5%
Mid-Term	20%
Essay - Scholarly Paper	10%

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Engagement Tool	10%
Final	30%

Practicum

Reflective Analysis	2.5%
Weekly Assessment Tool	2.5%
Attendance	2.5%
Total	100%

Course Requirements:

Students will be required to:

1. Be prepared for classes by doing the required reading necessary for class.
2. Engage in classroom discussions in a respectful manner.
3. Engage in active listening skills during class.

Course Schedule:

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

Week	Lecture	In class	Assignments
1	-Introduction to Gerontological Nursing	-Review of course outline -Discuss stereotypes about ageing -Dementia care	Case Study
2	Discuss/Explore Biological Theories of Ageing	Define/Explore concepts of: -Ageism -Senescence -Ageing -Free Radical Theory -Telomere Theory Concept-Map Case study	Class presentation Each group will discuss the significance of the Theories to the care of the Elderly. -Mutation Theory vs Cross-Linkage Theory -Autoimmune Theory vs Genetic Theory -Nutrition Theory vs Cell Theory -Stress Theory vs Replacement Theory

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3	Functional Changes in the Elderly Population	-Discuss Functional Assessment -Discuss Geriatric Assessment -Explore Functional Changes: -Digestive system -Immune system -Endocrine system -Musculoskeletal System	Concept map
4	Psychosocial Theories of Ageing	Discuss/Explore:	Concept map
		-Disengagement Theory -Activity Theory -Continuity Theory -Life –Course Theory -Maslow’s Hierarchy -Erikson’s Theory -Havighurst’s Theory	
5	Palliative Care: -End of life planning	Grief and Bereavement: -Kubler-Ross Model -Engle’s Grieving Process -Myths of Grief -Strategies to initiate discussions on death -Bill of Rights for the dying Quiz	Class Presentation Each group will present on one of the following topics: -Palliative care for the dying patient. -Euthanasia (Active) -Euthanasia (Passive) -Invasion of Privacy/Confidentiality Guidelines for presentation -Define terminology -Discuss Ethical/Legal issues regarding topic -Discuss Nursing Implications/Considerations -Family/ Care giver Stressors

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6	Ethical, Legal and Regulatory Issues that affect the elderly	<p>Ethical Issues:</p> <ul style="list-style-type: none"> -Decision making capacity/Competency -Autonomy -Principles of Beneficence/Non Maleficence -Informed consent <p>- Legal Issues:</p> <ul style="list-style-type: none"> -Negligence -Battery 	<p>Individual Scholarly Paper</p> <p>Discuss and analyze the impact of economic, political, social and demographic forces on the delivery of health care system in Grenada.</p> <p>Guidelines for Assignment</p> <ol style="list-style-type: none"> I. Introduction: Outline the purpose and focus of topic. II. Background: Research and summarize topic. III. Discussion: discuss research findings. How does this affect the elderly? How does this impact the family? How does this affect the community? IV. Conclusion: Reworded statement about your topic. <ul style="list-style-type: none"> -APA Format -2000 words -Times New Roman -12 Font -Cover page/Reference
7	Physiological Changes in the Elderly	<p>-Discuss the effects of physiological changes on the elderly:</p> <ul style="list-style-type: none"> -Musculoskeletal System -Renal Changes 	<p>Class Presentation:</p> <p>Each group will discuss the effects of aging on the following systems:</p> <ol style="list-style-type: none"> I. Cardiovascular System

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		<p>-Genitourinary system</p> <p>Case Study/Concept Map</p>	<p>II. Respiratory system</p> <p>III. Integumentary system</p> <p>IV. Nervous system</p> <p>Guidelines for Presentation</p> <p>I. Define disease condition.</p> <p>II. Discuss signs and symptoms.</p> <p>III. Nursing considerations.</p> <p>IV. Community Resources</p> <p>Health Promotion Strategies</p>
8	Midterm		
9	Health Promotion and Maintenance: Physiological Health Concerns	<p>Benefits of a Healthy Life Style:</p> <p>-Regular exercise</p> <p>-Weight reduction</p> <p>-Immunization for influenza</p> <p>-Smoking cessation</p> <p>Quiz</p>	<p>Class Presentation</p> <p>Each group will choose and present on a health promotion/maintenance topic in the Elderly Population; topic must be approved by teacher.</p> <p>Suggested topics but not limited to:</p> <p>I. Heart disease</p> <p>II. Cancer</p> <p>III. Nutrition</p> <p>IV. Sensory Impairment</p> <p>Guidelines of Presentation</p> <p>1. Define disease condition.</p> <p>2. Discuss signs and symptoms.</p>

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			<ul style="list-style-type: none"> 3. Prevention of disease condition 4. Nursing considerations. 5. Nursing interventions. 6. List community Resources
10	<p>Biological assessment of the Elderly Population</p> <p>Quiz</p>	<ul style="list-style-type: none"> -Sleep disorders in the Elderly (Insomnia) -Activity and Safety - Fall Prevention -Sensory/Stimulation -Sexuality -Case Study 	<p>Case Study</p> <p>Concept-Map</p>
11	<p>Cognitive Changes in the Elderly Population</p>	<ul style="list-style-type: none"> -Delirium -Depression -Mental Health Assessment -Mini-Mental State Exam 	<p>Class Presentation</p> <p>Each group will present on:</p> <ul style="list-style-type: none"> 1. Alzheimer's disease 2. Vascular dementia 3. Parkinson's disease 4. Lewy bodies disease <p>Guidelines for Presentation</p> <ul style="list-style-type: none"> 1. Define disease condition. 2. Discuss signs and symptoms. 3. Nursing considerations. 4. Community Resources 5. List Diagnostic Tests
12	<p>Psychological Changes of the Elderly Population</p>	<ul style="list-style-type: none"> -Elderly Abuse -Financial Abuse -Religion/Spirituality -Teaching older adults <p>Case Study/ Concept Map</p>	<p>Class Presentation</p> <p>Each group will present on one of the following topics:</p> <ul style="list-style-type: none"> -Physical Abuse -Emotional Abuse -Sexual Abuse -Neglect

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			<p>Guidelines for Presentation</p> <ul style="list-style-type: none"> -State definition of topic -Discuss risk factors for elderly abuse -State signs and symptoms of Elderly Abuse -Prevention strategies of Elderly Abuse -Reporting Elderly Abuse
13	<p>Nutrition and Elimination in the Elderly Population</p>	<p>Discuss factors affecting Nutritional/Elimination Status</p> <p>Assess Nutritional Status:</p> <ul style="list-style-type: none"> -Screen for Malnutrition -Discuss Mini Nutritional Assessment -Nutrition-Drug Interaction -Religion-Based Dietary Restrictions 	<p>Group Assignment/Presentation</p> <p>Nutritional Assessment</p> <ul style="list-style-type: none"> -Students will list meals provided to patients in the clinical settings during clinical hours. - Discuss dietary intake, caloric values, fluid intake etc. -Compare the constituents of the patient's intake of food to the National Food Pyramid. -Explain the importance of maintaining a balanced diet in the Elderly Population -Consider factors that affect their Nutritional Status. -Provide health teaching to patients based on findings. -Students will write 2-3 pages of their findings and present to class.

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14	Life Transition: -Relationship with Family and Elderly	-Advanced directives -Durable power of attorney -Dimensions of end-of-life care	Class Presentation Each group will present on one of the following topics: -Hospice care -Assisted Suicide -Funeral planning -Care of the body after death Guidelines for Presentation: -Define terminology -Discuss Ethical/Legal issues regarding topic -Discuss Nursing Implications/Considerations -Family/ Care giver Stressors
15	Course Wrap-Up	Course Review	Case Study

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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

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

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Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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“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).

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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:

Students are accountable for all their assignments. Any student who is unable to submit their assignments in a timely manner should inform the Instructor as soon as possible.

Classroom/Online Etiquette Procedure:

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Students are always expected to exhibit professional conduct in the classroom and in the clinical setting. Courteous and respectful behavior is an expectation for every student. No cell phone use i during clinical hours

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 324: Practicum IV
Number of Credits: 4
Days and Times: Wednesdays, 7:00am-2:30pm
Semester and Year: Spring 2021
Classroom Location: The General Hospital
Pre-requisite(s): NURS 300: Adult Health Nursing I (Co-requisite: Specialized Nursing & Informatics)

Course Lecturer Name(s): Salisha Phillip, RN, BSN
Course Director Name: Kathleen Collier RN, AS, BSN, MPH, SART

Course Lecturer(s) Contact Information: SPhill10@sgu.edu
Course Director Contact Information: kcollier@sgu.edu

Course Lecturer(s) Office Hours: Mon. 10:00am-2:00pm, Tues. 10:00a-12pm
Course Director Office Hours: Mon. 10:00am-2:00pm, Tues. 10:00am-12pm

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@sguedu, 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 provide supervised practical experience on the organization structure, personnel, functions and care of patients in the specialized units; Accident and Emergency, Operating Theatre, Recovery Room, Intensive Care Unit and Dialysis Unit. The student will gain an overview of advanced monitoring and equipment used in the specialized setting. The student will also be exposed to advance practice nursing and nurse consultants to understand the impact and role of these professions. This course will expose the student to the various specialty areas delivering appropriate care to patients in those settings and the information technology that accompanies these populations.

Course Objectives:

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1. To demonstrate the elements of critical thinking to deliver safe and appropriate patient centered nursing care in the specialized setting
2. To demonstrate the use of the nursing process in caring for patients within the specialized areas such as theatre, ICU, A&E and dialysis.
3. To provide appropriate health education that addresses disease/illness prevention, health promotion, and health restoration in these specialized areas.
4. To describe the unique role and scope of practice of the specialized nurse within the health care environment.
5. To identify career and educational pathways to enable specialization within nursing.

Student Learning Outcomes:

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

1. Demonstrate an understanding of the nurse's role within these specialized areas.
2. Demonstrate professional nursing competency under supervision in a number of diverse settings utilizing caring critical thinking and therapeutic nursing interventions with individual families and communities.
3. Synthesize the appropriate knowledge and skills to practice under supervision collaboratively with other health care professionals.
4. Demonstrate how evidence- based practice effect the decision- making process.
5. Classify leadership and management styles in the practice of professional nursing.
6. Demonstrate professional caring into practice thus exhibiting patient centered care decision making.
7. Apply the various techniques for effective communication with clients, peers and other health care professionals.
8. Demonstrate commitment to the advancement of the profession by ongoing development and self-reflection.

Program Outcomes Met By This Course:

NPO1. 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**)

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**)

NPO4. Utilizes evidence-based practices to guide planning, implementation, monitoring and evaluation of health education and health promotion activities. (**Caring Interventions**)

NPO5. 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 and develop therapeutic relationships with individuals and groups. (**Communication**)

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NPO7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (**Clinical decision making and intervention**)

NPO8. 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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- 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: Lewis, S. L., S. R., Heitkemper, M. M., & Bucher, L. (2014). Medical-surgical nursing: assessment and management of clinical problems, single volume. Elsevier Health Sciences.

Supplementary Readings/Resources: See resources on Sakai. Where appropriate, additional reference materials will be placed in the library. Students will be advised accordingly.

Course Grading Requirement:

Assignment	Points	Percentage
Clinical Learning Rubric/Objectives	100	20
Self-assessment Evaluation	100	10
Nursing Care Plan	100	40
Punctuality & Professionalism	5/5	10
Midterm -NCP & Med Math	100	20
Final – NCP & Med Math	100	
Total		100%

Course Requirements:

Students will be required to:

- (i) be prepared for clinical in proper attire according to the clinical policy.
- (ii) be prepare for clinical with necessary supplies such as (stethoscope, second hand watch and notepad, pen etc.

Course Schedule:

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1. Accident and Emergency (3 Weeks)
2. Intensive Care Unit (3 Weeks)
3. Operating Theatre (3 Weeks)
4. Recovery (3 Weeks)

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Assignment Submission Policy: All assignments will be posted on SAKAI with submission criteria outlined.

Classroom/Online Etiquette Procedure:

Adherence to the ICN code of Conduct is expected. Professionalism is expected and will be graded.

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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 Communication in Healthcare

Number of Credits: 3

Days and Times: Tuesday and Thursday 9.30 – 10.45 AM

Semester and Year: Spring 2021

Classroom Location: Online

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: Mondays and Wednesdays 1pm – 4pm Tuesday and Thursday 12 – 2pm

Course Director Office Hours: NA

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:

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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. 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. 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.

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)

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

Course Materials:

Text: Text: 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 - TBA

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Supplementary Readings/Resources: See SAKAI

Course Grading Requirement:

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:

Week	Content	Objectives	Assignment
1	<p>Introduction. What is inter professional education (IPE) and inter professional collaborative practice (IPC.)</p> <p>Introduction to IPC practice. Research and evidence regarding benefits of inter professional collaborative practice, including the impact on quality and safety of patient care.</p> <p>Safety and Assessment</p>	<p>Define IPE and IPC Compare and contrast the differences List the four competencies of IPE</p> <p>Describe the impact on quality and safety of patient care using IPC. Describe the impact of errors.</p> <p>Determine contributing factors to medical errors</p>	<p>Read Chapters 24, 27</p> <p>Complete online case study</p> <p>https://www.youtube.com/watch?v=Hgug-ShbqDs</p>
2	<p>Discuss factors that influences inter professional collaboration and working together</p> <p>Team structures: Model and Functional Collaboration</p>	<p>List three factors contributing to group effectiveness. Compare the four stages of group development. Describe how different mental processes affect group behavior.</p> <p>Discuss the benefits of team structure in teamwork. Define a "team."</p> <p>Identify the role of patients and their families as part of the care team.</p> <p>Describe the components and composition of a multi-team system</p>	<p>Read Chapters 24 and 27</p>
3	<p>Creating a culture of safety.</p> <p>Responsible, Assertive, Caring Communication in Nursing</p>	<p>List the five components of a culture of safety</p> <p>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</p>	<p>Complete online communication assignment and nursing diagnosis and planning assignment</p> <p>Complete Quiz One</p> <p>Explore the following site</p>

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			https://www.ahrq.gov/professionals/quality-patient-safety/index.html
4	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.	https://www.youtube.com/watch?v=PGK9_CkhRNw Complete online SBAR and Safety simulation exercise
5	IPC competencies Communication for effective collaboration. Elements of effective communication Self-guided study - Respect and Bullying in the workplace read PP and complete worksheet	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	https://www.youtube.com/watch?v=B3EB-icaNKQ https://www.youtube.com/watch?v=YWYfjGlsmp0 https://www.youtube.com/watch?v=8l2q-ZnHCxc https://www.youtube.com/watch?v=Cbvtk-slTyc https://www.youtube.com/watch?v=SuYbwg-oJQV0
6	IPC competencies –leadership Coordination of Care	Describe how leadership affects team processes and outcomes. Identify different types of team leader Describe the tools for leading teams, including briefs, huddles, and debriefs. 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.	Complete collaboration assignment Complete online communications quiz two https://www.youtube.com/watch?v=8Etd6DkIBhg https://www.youtube.com/watch?v=v2QxVu_bXaNQ https://www.youtube.com/watch?v=2DUgg8yRpvc

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			https://www.youtube.com/watch?v=JI1mjNjbFQg https://www.youtube.com/watch?v=bDOK8JQesSE https://www.youtube.com/watch?v=Nzc87Y5tJ_I https://www.youtube.com/watch?v=ZY8n-jhd4dk
7	IPC Mutual support Ethical and legal implications	<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>Complete chapter assignments</p> <p>https://www.youtube.com/watch?v=vvEiGPEFBLE</p> <p>https://www.youtube.com/watch?v=nylkr93_sKk</p> <p>https://www.youtube.com/watch?v=LvO-4qM_aig</p>
8	Mid Term		
9	Conflict Management – De-escalation Guest speaker Conflict management Special cases Aggression	<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>
10	Special cases Emotional Intelligence and Distressed Colleagues IPC - Coaching and Mentoring	<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>Complete online Ethics and Values quiz two</p>

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		Define coaching and its outcomes. List competencies of an effective coach. Describe how to implement coaching across IPC	
11	Special cases the unpopular patient The unpopular patient and nurse bias	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 Determine how the patient role has changed over time. List the Eight principles of Patient Centred Care. Appraise where nurse bias originates	Complete online legal implications Quiz Read The unpopular patient revisited and Countering the stereotype Discuss this in the forum
12	Documentation Documentation	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.	Read Chapter 26 Complete online case study Complete online documentation and hand off reporting assignment
13	Present on how the following concepts lead to better patient care Group one - Communication Two - Mutual support Three - Situational Monitoring Four - Leadership		Present using EBP on how the following concepts lead to better patient care 20min with 5mins for questions
14	Collaboration and communication from the Drs / Social work perspective Mutual respect	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	Complete online quiz documentation
15	Elements of effective inter professional team-based care. Barriers to inter professional collaborative practice – guest speaker Review	Describe strategies to assist in the empowerment of nurses	
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

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of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

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

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

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

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Attendance Policy:

Attendance Requirement

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:

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:

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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

Number of Credits: 4
Days and Times: Lectures: Mondays & Fridays 1:30am-2:45pm (Sim labs: Fridays 8am – 10 am & 4pm – 6pm)
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): **Pre-requisite(s): Pathophysiology, Pharmacology, Adult Health I: 20-64 years**
Course Code and Title: NURS 402: Adult Health Nursing II: 20 - 64 Years

Course Lecturer Name(s): Jule Lindsay RN, BScN, MN/ Kathleen Collier RN, AS, BSN, MPH, SART
Course Director Name: Jule Lindsay RN, BScN, MN

Course Lecturer(s) Contact Information: kcollier@sgu.edu ext 3735
Course Director Contact Information: jlindsay@sgu.edu ext 3118

Course Lecturer(s) Office Hours: Monday 10:00am-2:00pm, Tuesday 10:00am-12pm
Course Director Office Hours: Monday, Tuesday, Wednesday 0900am-12noon Friday

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 Robertskrobert3@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:

In this course emphasis is placed on student exposure to the care of patients who have multi systems deficits and who are hospitalized in acute or specialized areas. Students use previously learned knowledge and skills to effectively apply the nursing process to individuals that present with problems that relate to cardiac and respiratory disease, neurological, musculoskeletal, gastrointestinal, renal immune and endocrine disorders. Students are expected to collaborate with other members of the health care team, observe management styles of nursing leaders and

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to develop their role as manager of care. Laboratory experiences will supplement the theory components ensuring the art and science of nursing is appreciated and exhibited. Students learning will be complemented in the Simulation Lab.

Course Objectives:

1. State the key elements of culture, spirituality, poverty, heredity, ethics and health beliefs on adult health practices into the nursing care of adult patient.
2. List the main managerial concepts of caring for patients with multi systems deficits.
3. Cite evidence based nursing practice in the management of patients with fluid and electrolyte imbalance, shock, multisystem failure, oncology and end of life care.

Student Learning Outcomes:

1. Demonstrate concepts and challenges regarding patient management, such as pain management, fluid and electrolyte balance and distribution, shock, multisystem failure, oncology and end-of-life care
2. Implement evidenced based, safe, effective nursing care for individuals with complex health care illnesses tap here to enter text.

Program Outcomes Met By This Course:

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

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

NPO-3 Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO -6 Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO-7 Utilizes critical thinking skills and professional judgement to inform decision-making in the delivery of health care.

NPO – 8 Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4% B

= 79.5 - 84.4% C+ =

74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

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Course Materials:

Text: 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.

Supplementary Readings/Resources: See resources on Sakai

Course Grading Requirement:

Assignment	Percentage
Project	5%
Quizzes	5%
Sim lab Quizzes	7.5%
Drug cards	2.5%
Presentations	10%
Midterm written	15%
Essay (Scholarly Paper)	5%
Midterm Ihuman/Med math	10%
Final Ihuman/Med math	10%
Engagement	10%
Final written	20%

Course Requirements:

1. Students are required to read the assigned chapter prior to coming to the lecture.
2. Students should participate in all lectures and utilize critical thinking skills in classroom discussions.
3. All students should engage in active listening skills during lecture

Course Schedule:

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

Week	Lecture	In Class work	Sim. Lab
1	Introduction to Medical-Surgical Nursing	-Review course outline (Adult 2). -Discuss Evidence-Based practice as it relates to clients with VRE, MRSA and Clostridium Difficile. -Discuss prophylactic measures re: Infection control guidelines. -Discuss/analyze principles of reverse isolation.	Isolation PPE (gown, mask, gloves) Infection control.....video

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2	Neoplastic Disorders	<p>Management of clients with cancer:</p> <ul style="list-style-type: none"> -Cervical cancer -Breast cancer -Prostate cancer -Ovarian cancer <p>-Discuss/analyze malignant process, causative factors, carcinogenic agents of cancer.</p> <p>Forum question</p> <ul style="list-style-type: none"> -Discuss primary and secondary prevention of cancer. 	<p>Video on Cancer</p> <p>Case Scenario</p> <p style="padding-left: 40px;">Day 1 cervical cancer Breast cancer</p> <p style="padding-left: 40px;">Day 2 Ovarian Cancer Prostate Cancer</p> <p>Quiz 1: PPE, Isolation, Infection control</p> <p>Review of med admin (SQ, IM, IV)</p>
3	<p>Digestive Disorders</p> <p style="text-align: center;">Ch 41/43</p> <p style="text-align: center;">Pg 986, 1005</p>	<ul style="list-style-type: none"> -Review pathophysiology of digestive System (self-directed) <p>Management and care of clients with digestive disorders: -Cholecystitis</p> <ul style="list-style-type: none"> -Cirrhosis -Gastritis <p>-Discuss diagnostic tests/procedures</p> <p>-Describe the nursing process for the various digestive disorders.</p> <p>-Nursing interventions.</p>	<p>Morning</p> <p>NGT Insertion Skills</p> <p style="text-align: center;">Afternoon</p> <p>Quiz on NGT Insertion (skills)</p>
4	<p>Fluids, Electrolytes and Acid Base Imbalance</p> <p style="text-align: center;">CH 16/39</p>	<ul style="list-style-type: none"> -Discuss and explore fluids, electrolytes and acid base imbalance and nutrition (Self Directed). <p>- Management of clients with nutritional deficiencies:</p>	<p>Morning</p> <p>Video on tube feedings</p> <p>IV Set up</p> <p>Review of IV calculations</p> <p>IV solutions (NS, RL, 1/2NS, D5 1/2NS, D5 1/2NS, D5W, D5 1/3NS, D10W, D5 1/2NS</p> <p>Afternoon</p> <p>Med Math Quiz</p> <p>IV Set up Quiz</p>
	Video on TPN administration	<ul style="list-style-type: none"> -Total Parenteral Nutrition -G-tube -J-tube 	

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5	Cardiovascular System Ch31/34/66/43/33 Quiz	-Brief review of pathophysiology of the Cardiovascular System (self-directed). -Discuss clinical manifestations, assessments, and diagnostic findings of clients with: -Heart Failure (HF) Forum question -Myocardial Infarction (MI) -Types of shock -Discuss ECG	Morning EKG/ECG practice Murmur listening. I-human Eunice Black (low BP) I-human Anna Sink (Chest tightness) Anthony James (Unc. Pain & restlessness) Heart Assessment Afternoon I-human written Quiz Heart Assessment Skills (Quiz)
6	Respiratory System Ch 65/26/ pg485 Quiz	Brief review of pathophysiology of the Respiratory System (selfdirected). -Provide nursing care to clients with respiratory problems. -Analyze the nursing management for clients receiving oxygen for respiratory disorders. -i.e. ventilators, CPAP, BIPAP, etc.	Morning Respiratory Assessment Suctioning Trach-Care Ventilator Care View video on Trach Care Quiz on suctioning (skills)
7	Gastrointestinal Nutrition Ch 42/38 Class Presentation	-Management of clients with colostomy and ileostomy/complications. Irritable bowel syndrome -Diverticulitis	Morning Video: Colostomy Ileostomy Colostomy/ileostomy care Afternoon Colostomy care Quiz (written)
8	Midterm		
9	Reproductive System Ch 52/54/53	-Review Pathophysiology of Reproductive System (Self Directed) -Caring for clients with reproductive disorders	Morning i-human Sophia vag. Bleed i-human Melissa Franks (Abdo pain with vag bleed Review of Med Admin (SQ, IM, IV) Afternoon Med Admin Quiz (skills)

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		<p>-Management of care of clients with reproductive/ Infectious processes:</p> <ul style="list-style-type: none"> -Human Papilloma Virus -Gonorrhea -Herpes <p>-Use of nursing process and client centered care planning.</p>	
10	<p>Lymphatic/Immune System</p> <p>Individualized Scholarly Paper Assignment</p> <p>Ch14</p> <p>Quiz</p>	<ul style="list-style-type: none"> -Review pathophysiology of lymphatic/immune systems (self-directed) -Caring for clients with lymphatic and Immune disorders. -Management and care of clients with HIV/AIDS. <p>Forum Discuss the nursing management of HIV/AIDS</p>	<p>Morning</p> <p>Review of the nursing process Review of SOAP notes Review of SBAR Review of Nursing Care Plan</p> <p>Afternoon</p> <p>Case Scenario: Nursing Care Plan -graded</p>
11	<p>Musculoskeletal System</p> <p>Ch 63</p> <p>Quiz</p>	<ul style="list-style-type: none"> -Review of the musculoskeletal system (self-directed). -Injuries of muscle, tendons, ligaments, nerves, discs and blood vessels. -Chronic skeletal disorder: Osteoporosis; osteomyelitis. Complications associated with fracture and compartment syndrome. 	<p>Morning/Afternoon</p> <p>Review positioning (low fowlers, semi-fowlers, Trendelenberg)</p> <p>Review of Transfer (Bed to stretcher, bed to chair e</p> <p>I-human Jose Garcia (Left Leg Fx.) David Douglas (Left Total Hip arthroplasty)</p>

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12	Neurological Diseases quiz	-Review pathophysiology of the neurological system (self-directed). -Nursing care and management of client with neurological diseases. -Spinal cord injury -Guillain-Barre Syndrome -Amyotrophic lateral sclerosis (Project due)	Morning I-human Athenia Washington (Neuro Deficit) I-human Edward Ugstad (AMS) I-human Scott Baldwin (Seizure-like activity) Afternoon Neuro assessment Quiz (written or practical or both)
13	Renal/Urinary Disorders Ch 46 Pg 1084, 1070	-Review pathophysiology of renal/urinary disease conditions. -Nursing care and management of clients with renal/urinary disease conditions: -Dialysis -Renal Failure	Morning Urinary Catheterization insertion Afternoon Continuation of Urinary Catheterization
14	Hematologic Disorders Video	-Review pathophysiology of clients with hematological disorders (self-directed). Management of clients with hematological disorders: Disseminated Intravascular Coagulation (DIC) -Multiple organ failure -blood transfusion	Morning /Afternoon Blood transfusion Food colouring IV NS Afternoon Blood Transfusion Quiz (written)
15	Integumentary System Present concept map for burns Ch 24	-End of term review -Review pathophysiology of clients with Integumentary System (self-directed). - Burns and complications Reconstructive surgeries.	Video Burns Reconstructive surgery video
16	End of term	Final Exam	Cumulative Exam

Assignment Schedule

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Week one	Case study
Week two	<p>Class Presentation</p> <p>Place students into four groups. Each group will present on one of the following topics:</p> <ol style="list-style-type: none"> I. Breast Cancer. II. Ovarian Cancer. III. Prostate Cancer. IV. Cervical Cancer. <p>Each group is to utilize the nursing process in the plan of care :</p> <ol style="list-style-type: none"> I. Define disease condition II. Discuss signs and symptoms of disease condition III. Nursing considerations of disease condition IV. Nursing interventions of disease conditions V. List diagnostic tests for disease condition VI. 3 medications/side effects VII. Community resources

Week three	<p>Class Presentation</p> <p>Place students into four groups. Present on one of the following topics 1.</p> <ol style="list-style-type: none"> I. Hepatitis A II. Hepatitis B III. Hepatitis C IV. Hepatitis D <ol style="list-style-type: none"> I. II. Define disease condition III. Discuss signs and symptoms of disease IV. Nursing considerations of disease V. Nursing interventions of disease VI. List diagnostic tests for disease condition VII. Medication VIII. Community resources
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Week four	<p>Written Assignment</p> <p>Place students into four groups. Present a client scenario in which a client has one of the following:</p> <ol style="list-style-type: none"> I. Hypophosphatemia II. Hyperphosphatemia III. Hypomagnesemia IV. Hypermagnesemia <p>Each group is to utilize nursing process in plan of care:</p> <ol style="list-style-type: none"> I. Define disease condition
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	<ol style="list-style-type: none"> II. Discuss signs and symptoms of disease condition III. Nursing considerations of disease condition IV. Nursing interventions of disease condition V. List diagnostic tests for disease condition VI. 3 medications/side effects VII. Community resources
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Week five	<p>Class Presentation-Cardiovascular disorders</p> <p>Each group will be assigned to one of the following conditions:</p> <ol style="list-style-type: none"> I. Angina Pectoris II. Coronary Artery Disease III. Endocarditis IV. Valvular disorder (Mitral Valve Prolapse) as it relates to cardiovascular issues <ol style="list-style-type: none"> I. Define disorder II. List signs and symptoms of disease condition III. 5 Nursing interventions of disease condition IV. 5 Nursing considerations of disease condition V. 3 Community resources of disease condition VI. 5 List possible family stressors of disease conditions. <p>Human Cases:</p> <p>Eunice Black (Low blood pressure)</p> <p>Anna Sink (Chest tightness, palpitations, shortness of breath)</p> <p>Anthony James: (Uncontrolled pain and restlessness)</p>
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	Patricia Cole: SOB, Heart Palpitations
Week six	Case study

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<p>Week seven</p>	<p>Class presentation</p> <p>Place students into four groups. Present a patient scenario in which a patient has one of the following:</p> <ul style="list-style-type: none"> I. <i>Salmonella</i> II. <i>E.coli</i> III. Covid-19 IV. SARS <ul style="list-style-type: none"> I. Define disease condition. II. 5 List signs and symptoms of disease condition. III. 5 Nursing Considerations of disease condition. IV. 5 Nursing Interventions of disease condition. V. 3 Diagnostic tests of disease condition. VI. 3 Community resources of disease condition. VII. 3 medication /side effects <p>Human Cases:</p> <p>Aaron Preston: Difficulty Breathing</p> <p>Anthony Rossi: Fatigue, SOB, Cough</p> <p>Sally Ryan: Runny nose, cough and fever</p> <p>Vihaan Khar: Lethargy, SOB</p> <p>Juan Manuel Rodriguez Pizano: Severe gastrointestinal issue last 24 hours</p>
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	Mid- term written and practical
Week nine	<p>Group Presentation Each group will present/discuss a case study on one of the following STIs.</p> <ol style="list-style-type: none"> I. Pelvic Inflammatory Disease II. Bacterial Vaginosis III. Mucopurulent Cervicitis IV. Trichomoniasis <p style="text-align: right;">Human Cases:</p> <p>Sophia Smith: Vaginal Bleeding Melissa Franks: Abdominal pain and Vaginal Bleeding</p>
Week ten	<p>Individualized Scholarly Paper AIDS and HIV Infection: Discuss and explore patient treatment, transmission, mechanism for protection while delivering care to patients in the hospital settings. Instructions for Assignment</p> <ol style="list-style-type: none"> I. 1200 words II. Font 12 III. Times New Roman IV. Double-spaced V. Cover page VI. APA guidelines

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<p>Week eleven</p>	<p>Case study/Concept map</p> <p>Divide students in four groups. Each group will present a case study/concept on a client with a musculoskeletal disorder. Topics must be approved by teacher.</p> <p>Human Cases:</p> <p>Jose Garcia: Left leg fracture David Douglas: Left total hip arthroplasty post-op day 5 transferred to rehabilitation.</p>
<p>Week twelve</p>	<p>Class Discussion</p> <p>I. Case study – head injury</p> <p>Human Cases:</p> <p>Athenia Washington: Neurological Deficit Edward Ugstad: Altered mental status acute onset. Scott Baldwin: Seizure like activity.</p>
<p>Week thirteen</p>	<p>Class Presentation</p> <p>Divide students into four groups. Each group to present for 15 mins on two of the following questions:</p> <p>I. Define kidney failure. II. Discuss pathophysiology/importance of the kidney and location in the body. III. List signs and symptoms of kidney failure. IV. Discuss nursing considerations in the care of clients with kidney failure. V. Discuss diagnostic tests for kidney failure. VI. What are the expected outcomes/prognosis of clients with kidney failure? Provide health teachings to clients/family with kidney failure. VII. Explore the importance of proper nutrition in the prevention of kidney failure. VIII. Discuss treatment options and community resources to family/client.</p>

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Week fifteen	Course review
Week sixteen	End of term written Exam
Week fourteen	<p style="text-align: center;">Class Discussion</p> <p>1. Case study for a patient with multiple system organ failure.</p>

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:

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Examination Attendance

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

All assignment must be submitted on time as per syllabi. Instructor must be informed of any late assignments in a timely manner.

Classroom/Online Etiquette Procedure:

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Page **14** of **15**

Students are always expected to exhibit professional conduct in the classroom and clinical setting. Courteous and respectful behavior is an expectation for every student NAHS. Students are expected to mute their microphones if not sharing information.

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: NUTR 201, Nutrition
Number of Credits: 3
Days and Times: Thursdays 12:00 – 1:15 pm (main)/ 9:00 – 10:15 pm (alternative)
Semester and Year: Spring 2021
Classroom Location: Online Delivery (Panopto & Zoom)
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
- Assess nutritional status based on 3-day dietary record using Acceptable macronutrient

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- 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:

Evaluation will consist of a midterm (20% of your grade), a final exam (25%) an assignment (15%), case studies (10%), forums (5%), 4 online quizzes (25%) and one bonus quiz. The format of all exams and quizzes is multiple choice and true or false

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questions. Your midterm and final are non-cumulative. Practice quizzes will be provided, the completion of which can contribute 2% in bonus points. Attendance, which includes attending live sessions and looking at lectures (in their entirety) can also contribute 2% bonus points.

Course Requirements:

Quizzes (online), Assignments and Exams (Midterm and Final)

- Quizzes.....25%
- Assignment.....15%
- Case studies.....10%
- Forums..... 05%
- Exams.....45% (Midterm 20%, Final 25%)

Course Schedule:

Week	Topics
1	MODULE 1 Dietary constituents, Assessment and Requirements The leading causes of morbidity and mortality in the US. An overview of dietary constituents and their role in Metabolism Nutrition Research Dietary Reference Intakes
2	Nutrition Assessment Nutrition Information and Misinformation Diet Planning Principles and Guidelines Healthy Eating index Data collection and Analysis using myfitnesspal
3	Quiz 1: Introduction to Nutrition; Dietary Guidelines & Principles MODULE 2 The Macronutrients Carbohydrates
4	<i>Exam Week, No Lectures or Sessions</i>
5	Lipids
6	Proteins Quiz 2: Carbohydrates, Lipids & Proteins
7	MODULE 3 The prevention and management of the chronic Diseases The B vitamins and Metabolism
8	MIDTERM EXAMS
9	Antioxidants
10	Body Composition & Weight Management
11	Water & Hypertension Quiz 3: Antioxidants, Weight Management
12	<i>Exam Week, No Lectures or Sessions</i>
13	Chronic Diseases: Diabetes, Cardiovascular Disease & Cancer Quiz 4: Water & Hypertension, Chronic Diseases: Cardiovascular Disease, Cancer & Diabetes
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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	Review <i>Quiz 5 (Bonus): Anemia, Reproduction & Pregnancy; Bone Health</i>
16	FINAL EXAMS

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Assignment Submission Procedure:

Assignment details will be provided in-class and/or posted on Sakai

Classroom/Online Etiquette Procedure:

Active participation in class is expected since this will assist in your ability to learn and apply the information presented. Students are expected to use cell phones, tablets, laptops only for class related activities. Please do not sleep, do work for other classes, or carry on

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conversations with friends as this is disrespectful to your instructor and classmates. If you need to leave before the end of the class, please notify the instructor before the class begins. Behaviour in violation of the student Code of Conduct (See student Manual) will be reported to the Dean of Students Office.

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**St. George's
University**

Department of Educational Services

PCLN 301

Learning Strategies for Pre-clinical Programs

Spring 2021

Part 1: Course Information

Live Session Information

Cohort	Day	Start Time	End Time	Room
CFP, FTV, PMED, PVET, Post Bacc, EMP3,1, MD EMP	Thursday	11:30 am	12:45 pm	Zoom (see Sakai for links)
By approval from Dean of Students Office	Thursday	8:30 pm	9:45 pm	Zoom

All times posted are AST.

Instructors Information

All course inquiries can be sent to PCLN301@sgu.edu

Individual instructors can be contacted as follows:

Instructors	Email Address	Office Hours & Location
Ms. Kiku Tupper (Course Director)	ktupper@sgu.edu	Virtual office hour: Weekly on Tuesdays 1:30-2:30 AST https://sgu.zoom.us/j/99664899481 Or by appointment here: https://sgu-insight.symlicity.com
Ms. Cherisse Mahabir-Cletus	cmahabir@sgu.edu	
Ms. Michele Woolley	mwoolley@sgu.edu	
Dr. Mondel George	MGeorge8@sgu.edu	
Dr. Alyson Reuben	areuben2@sgu.edu	
Ms. Renee Thomas	rthomas5@sgu.edu	
Dr. Peter Slinger	plinger@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 (57 total)	16	10	31
Objectives	Create an effective time management system over a two-week period, which allows you to balance your personal and professional demands.	Identify when seeking help is needed. Evaluate effectiveness of utilized service(s) or resource(s).	Develop a reflective practice for learning strategy application. Practice sharing and receiving information, knowledge and feedback

Due / Duration	Due: January 31 st	Due: March 21 st	Due: Weekly beginning January 28 th , with a final write up due April 11 th
	Takes place over the first 2 weeks of the course (January 21 st – 31 st)	Takes place once anytime throughout the first 9 weeks of the course.	Takes place from week 2 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 in-class 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 Sunday 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

We ek	Date	Topic	Format	Intended Learning Outcomes	Assessment	Points
1-9	1/18-3/21	Using academic resources (UAR)	Assignment	<ul style="list-style-type: none"> ❖ Identify when seeking help is needed. ❖ Evaluate effectiveness of utilized service(s) or resource(s). 	Help Seeking Assignment	10
1	Prior to live session	Class Orientation	Recorded Lectures	<ul style="list-style-type: none"> ❖ Navigate course format, objectives and assessments. ❖ Assess current learning and study strategies. 	LASSI report	1
		The Study Cycle		<ul style="list-style-type: none"> ❖ Reflect on study cycle 		
	1/21	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	1/21-1/31	Time Management (TMT)	Assignment	<ul style="list-style-type: none"> ❖ Create an effective time management system over a two-week period, which allows you to balance your personal and professional demands. 		
2-11	1/28-4/11	Self-Regulated Learning (SRL)	Assignment	<ul style="list-style-type: none"> ❖ Develop a reflective practice for learning strategy application. 	Portfolio Assignment	31

				<ul style="list-style-type: none"> ❖ Practice sharing and receiving information, knowledge and feedback 		
2	1/24 – prior to live session	Selecting Main Ideas (SMI) Information Processing (INP)	Online Pre-Activity	<ul style="list-style-type: none"> ❖ Explain the benefits of previewing, reviewing and the process for selecting main ideas. ❖ Differentiate between shallow and deep processing ❖ Summarize the concepts of elaboration, distinctiveness, personalization, and retrieval as they relate to learning. 	Online comprehension questions	1
	1/28		Live Session Dr. Mondel George & Ms. Michele Woolley	<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
	1/28-1/31		Post-class reflection	<ul style="list-style-type: none"> ❖ Evaluate 1 information processing technique ❖ Connect applied workshop strategies to the SRL model 	Written reflection	
3	1/31 – prior to live session	Self-Testing (ST)	Online Pre-Activity	<ul style="list-style-type: none"> ❖ Identify the benefits of self-testing. ❖ Explain 4 self-testing techniques. ❖ Utilize self-testing techniques to determine gaps in knowledge and become a more proficient learner. 	Online comprehension questions	1
	2/4	Self-testing (ST)	Live Session Dr. Allyson Reuben	<ul style="list-style-type: none"> ❖ Apply strategies of whiteboarding, using MCQs, and turning LO into questions 		

	2/4-2/7	Self-Testing (ST)	Post-class collaboration	<ul style="list-style-type: none"> ❖ Co-create self testing study tool 	Forum post	5
Week 4: Block 1 Exams; No PCLN Activities						
5	2/14 – prior to live session	Mindset (MOT & RAD) Focus & procrastination (CON & TMT)	Pre-Class Activity	<ul style="list-style-type: none"> ❖ Identify internal & external locus of control statements. ❖ Differentiate growth versus fixed mindset statements. 	Online comprehension questions	1
	<ul style="list-style-type: none"> ❖ Identify strategies to combat procrastination. ❖ Reflect on the value of being self-aware to make changes that will address lack of focus and procrastination. 					
	2/18		Live session: Ms. Renee Thomas & Ms. Kiku Tupper	<ul style="list-style-type: none"> ❖ Reflect on ways they take responsibility for academic outcomes. ❖ Connect outcomes to personal effort and approach. ❖ Examine ways they persist under difficult situations. ❖ Modify fixed mindset statements to growth mindset. 		
				<ul style="list-style-type: none"> ❖ Select strategies for directing attention to academic tasks ❖ Select strategies for eliminating interfering thoughts ❖ Identify causes and strategies to address procrastination and distractions. 		

	2/18-2/21		Post-class pair work	<ul style="list-style-type: none"> ❖ Plan and provide accountability to accomplish personal goals 	Written summary	5
6	2/21- prior to live session	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. 					
	2/25	Live session: Ms. Renee Thomas & Ms. Kiku Tupper	<ul style="list-style-type: none"> ❖ Create a schedule that ensures a healthy school life-balance. ❖ Implement strategies that can be used to achieve a healthy school-life balance. 	Session participation	5	
	<ul style="list-style-type: none"> ❖ Recognize task-irrelevant & catastrophizing thoughts in preparation for and during an exam ❖ Implement techniques for coping with anxiety 					
7	2/28 – prior to live session	Informal Study Group (TWK)	Pre-class activities	<ul style="list-style-type: none"> ❖ Plan study session that considers effective elements to active group learning 		5
	3/4		Live Session: Dr. Peter Slinger	<ul style="list-style-type: none"> ❖ Collaborate in executing an effective group study session 	Active participation	
Week 8: Block 2 Exams; No PCLN 301 Activities						

9	3/14 – prior to live session	Motivation (MOT), Resilience & Adaptability (RAD)	Pre-class activity	<ul style="list-style-type: none"> ❖ Take responsibility for academic outcomes. ❖ Demonstrate growth mindset. 	Online comprehension questions	1
	3/18	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
	3-18-3/21		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	3/25	TBA	Live Session	<ul style="list-style-type: none"> ❖ Connect current activities to future goals. ❖ Share and receive information, knowledge and feedback. 	In-class participation	5
11	3/28-4/4	Self-regulated learning	Self reflection	<ul style="list-style-type: none"> ❖ Reflect on implementation of learning strategies to strengthen study skills. 	LASSI post-test & class reflection	2
Week 12: Course completes with submission of Portfolio Assignment on 4/11						



PCLN 302: Communication for the Health Professions I (CHP 1)

Course Syllabus: Spring 2021

Teaching Team Contact Information

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Course Director: Karina Daniel
Office Location: Department of Educational Services (DES), Top floor
Office Hours: By appointment (book via youcanbook.me – see pg. 3 for instructions)
Class Schedule: Session 1: Thursdays, 10:00 am – 11:15 am
Session 2: Thursdays, 7:00 pm – 8:15pm
Class Location: Zoom

Course Description

Practicing professionals need to be able to read, understand, and evaluate research to support their professional decisions, claims, and arguments. This involves being able to critically evaluate research and determine whether arguments are sound and valid. It's also important that they are able to summarize, paraphrase, and synthesize published work, with appropriate documentation. This course is designed to support students in developing these skills.

Learning Outcomes

By the end of the course, students will be able to do the following:

- demonstrate professionalism in written, oral, listening and non-verbal communication
- use correct punctuation to produce clear, concise writing
- summarize and paraphrase content
- locate appropriate research articles using library databases and the Internet
- evaluate 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

The Online Learning Environment and Cooperative Learning

We recognize that learning is a process of change that can be difficult for the learner. In addition, the online environment is different from the on-campus experience. To successfully facilitate your learning, your CHP 1 instructors endeavor to build an online learning community that provides guidance, support and a humanized online experience. However, **you also play an important role in making this course a success.**

In CHP 1, students will not be passive learners – your instructors will not simply feed you information. Think of your CHP 1 instructors as facilitators in the learning process. In order for you to develop your writing and critical thinking skills, you will need to interact with the course material and with your classmates to become a “knowledge generator” who is responsible for creating and managing their own learning. **We want you to be an active partner in generating knowledge so that as you share your ideas and learn, so do your classmates.** This makes you both a teacher and learner. Because the success of the learning community depends on the effort we all put in, we all need to be committed.

Methods of Instruction

This course is geared to help you further develop as independent learners at the university level. Students who are independent learners are intentional about their study and plan for the future. They manage their time and are dedicated to self-improvement. Independent learners are self-motivated and take initiative, and although they are good problem solvers, they also know when to seek help. Ultimately, independent learners take responsibility for their own learning.

To succeed in this course, it is imperative that students practice independent learning. CHP 1 students must complete assigned work outside of the classroom. This typically involves watching videos, viewing PowerPoint slides, reading articles or websites, and/or completing short assignments or quizzes. This allows more class time to be spent collaboratively applying new skills. You will learn through a variety of methods, including discussions, workshops, reading and writing exercises, collaborative learning, lectures, and library and internet research.

Required Texts and Materials

There is no required textbook for this class. All necessary materials will be available on Sakai. Since the entire course will be accessed virtually, it is important that you have a working computer and internet access.

Course Evaluation

% Grade	Assessment
5%	Attendance
15%	Sakai Quizzes
15%	Synthesis Paper <ul style="list-style-type: none"> • 1st draft (15%) • 2nd draft (85%)

% Grade	Assessment
10%	Graphic Organizer
30%	Short Assignments (SAs)
25%	Literature Review <ul style="list-style-type: none"> • Outline (10%) • 1st draft (15%) • 2nd draft (75%)

For more information on each of these assignments and assessments, please see the “Assignment and Course Guidelines” folder under the “Resources” tab on Sakai.

Course Schedule

See the Course Schedule in Sakai Resources for assignment due dates. **It is your responsibility to be aware of posted due dates and to note any changes in the schedule.**

Course Guidelines

Attendance and tardiness

- **Attendance:** **Attendance is mandatory** and will be recorded. **Your camera must be turned on to gain attendance full 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.
- **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. You should also attend class on time. Be sure to dress appropriately, sit upright, and face the camera.

Communication

Office hours: The teaching team is here to help you. Each cohort leader has office hours available to you. All appointments will be conducted via Zoom. **Appointments can be made 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.**

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 the Assignment and Course Guidelines folder in Sakai Resources. All assignments should be submitted in a Word Doc unless otherwise specified.** For this class, you must have Microsoft Word downloaded onto your laptop or tablet because the online version does not have the same features.

- **Submitting assignments:** You must submit an electronic copy of each assignment to Sakai. It is your responsibility to ensure that your assignments are properly submitted to Sakai. **We highly recommend that you log back on to Sakai five 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 10 days, after which a zero will be given.
- **Quizzes:** For more information about quizzes, see the “Sakai Quizzes” document located in the *Assignment and Course Guidelines* folder, found in the Resources tab in Sakai.
- **Plagiarism:** **Plagiarism will not be tolerated.** SGU takes a firm stance against plagiarism. Excerpted from the Student Manual, pg. 23 states:

The Oxford Concise Dictionary, 9 ed., (1995: 1043) defines plagiarism as ‘the act or instance of plagiarizing, something plagiarized.’ The dictionary then defines plagiarize as ‘take and use (the thoughts, writings, inventions, and so forth) of another person as one’s own; pass off the thoughts, and so forth of (another person) as one’s own.’

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

The decision as to whether any or all of a student’s work has been plagiarized will be made by the student’s cohort leader. If plagiarized work is submitted in a draft, points will be deducted, and your cohort leader will talk to you about plagiarism. If the final draft is plagiarized, more severe penalties will be imposed and a report may be made to the PCLN or DOS office. In the case of assignments with multiple drafts, each draft will be treated as a separate entity. Thus, the student who plagiarizes draft 1 may receive a zero on that assignment but will have an opportunity to receive full credit on draft 2, assuming that the plagiarism issue has been addressed. If the final draft is plagiarized, the assignment will receive a zero as a final grade.

This course does not differentiate between plagiarizing a student’s/classmate’s work and plagiarizing

scholarly work. If plagiarism is found between two students, both students will receive a zero unless one student takes responsibility for plagiarizing a classmate without the other student's knowledge. All assignments are submitted to Turnitin, an anti-plagiarism software that checks student assignments against published articles and other student work. Turnitin also monitors within this course, so papers submitted to different cohort leaders are also compared.

- *Returning students:* Students who were previously enrolled in this course may not research the same topic for their Literature Review. Additionally, they may not reuse assignments already submitted in previous semesters.
- *Queries regarding course marks:* If you have questions regarding a grade, **you must contact your cohort leader or the course director within 7 calendar days of the grade being posted on Sakai.** This is true not only for your overall course grade but also for grades of individual assignments. Once final grades are released, they will not be adjusted. We carefully grade each student submission, and your final grade reflects your performance in the course.



PCLN 303: Communications for the Health Professions II (CHP 2) Spring 2021 Course Syllabus

Teaching Team and Contact Information

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Course Director:	Jill Paterson
Office Location:	Department of Educational Services (DES), Top floor
Office Hours:	By appointment via youcanbook.me (instructions on pg. 3)
Class Schedule:	Synchronous Lesson 1: Wednesdays, 10:00 am – 11:15 am Synchronous Lesson 2: Wednesdays, 7:00 pm – 8:15pm Asynchronous Lessons: Posted weekly after synchronous sessions
Class Location:	Zoom Platform

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.

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

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.

To succeed in this course, **students must complete work outside of class**. Each week will consist of two main sessions: a synchronous (live) lesson and an asynchronous (independent) lesson. In the synchronous session, students will meet with the course instructors on Zoom to engage in the learning activities for that week. The asynchronous lesson is your second session for the week, typically released after class on *Sakai > Lessons* tab. Those lessons often consist of PowerPoints, videos, and other resources that must be reviewed to complete the associated **weekly assignments (WAs)**. These WAs must be completed in entirety. For example, if a student does not view an assigned video completely, their points for that assignment will be affected,

Grade Breakdown

% Grade	Assessment
10%	Attendance
10 %	Professionalism and Participation
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.

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.

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 those 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.
- 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. 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).

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 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, and absent if they arrive 20 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 you missed and get the materials that you need from Sakai or your colleagues to complete assignments. In-class assignments that you missed must be submitted by **6 PM that day (for the main cohort) and 3 AM the next day (for the evening cohort)**, if you'd like to receive points for those activities. If inform your instructor beforehand about missing class, an extension for completing activities may be arranged.
- Zoom Etiquette: Because this is a virtual classroom, you will be required to turn on your video cameras during class (the same way your faces would be seen if this were an on-campus classroom). This is a professional practice we encourage in the course, and failure to do so will affect your overall attendance grade. Feel free to use one of the Zoom backgrounds if you'd prefer to keep your actual background private. 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.
- Participation: Students are required to attend weekly Zoom sessions, 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. You will receive points for submitting these tasks and demonstrating effort in completing them. 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're completed on time.

- 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's 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. 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 PCLN 302 Syllabus Fall 2020 5 submitted to different cohort leaders are also compared.

DEPARTMENT OF BIOLOGY ECOLOGY AND CONSERVATION

GENERAL COURSE INFORMATION

PCLN 380 - CLINICAL CASES

SPRING 2021

CREDITS: 2

DAY/TIME: Friday 11:30 am/8:30 pm

SPRING 2021

CLASSROOM LOCATION: Zoom Online Classrooms

PRE-REQUISITE/S: Completion of Premed year 3, semester 1

COURSE FACULTY:

Dr. A. Jorge Campitrus

Contact Information: acampitrus@sgu.edu

Dr. Tyhiesia Donald

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Dr. Andre Hamlet

Contact Information: ahamlet@sgu.edu

Dr. Terron Hosten

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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 10,13)
5. DIABETES MELLITUS (Weeks 14,15)

-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 10,13)
5. Socioeconomic Issues in Medicine (Weeks 14,15)

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 CCD's/EPCS-MD's	Assignments
Week 1 Jan 22	Introduction to the course Ethical Theories and Principles/ Professionalism in Medicine	Research Ethics and Professionalism
Weeks 2/3 Jan 29/Feb 5	CC #1: Hypovolemic Shock Ethics and Professionalism in Medicine	Research Hypovolemic Shock Paper – Ethics and professionalism in Medicine
Week 4 Feb 12	NO CLASS, PCLN EXAMS	
Weeks 5/6 Feb 19/26	CC#2: Raised Intracranial Pressure Communication Skills in Medicine	Research Raised Intracranial Pressure
*Weeks 7/9 Mar 5/19	CC#3: Congestive Cardiac Failure Communication Skills in Medicine (Special patient populations)	Research Congestive Cardiac Failure Paper – Communication Skills in Medicine
Week 8 Mar 12	MIDTERM	
*Weeks 10/13 Mar 26/Apr 16	CC#4: Chronic Obstructive Airways Disease Socioeconomic Issues in Medicine	Research Chronic Obstructive Airways Disease
Week 12 Apr 9	NO CLASS, PCLN EXAMS	
Week 14/15 Apr 23/30	CC#5: Diabetes Mellitus Socioeconomic Issues in Medicine (Special patient populations)	Research Diabetes Mellitus Paper – Socioeconomic Issues in Medicine
Week 16 May 5	NO CLASS, FINAL EXAMS	Final due date for Assignments

***Weeks separated by Midterm**

***Weeks separated by Public Holiday and Exam week**

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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

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

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

Attendance Policy:

Attendance Requirement

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

Examination Attendance

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Weekly assignments with instructions are posted on SAKAI under ‘Assignments’. Students are required to submit these assignments online on SAKAI. Assignments are due every two weeks at **11 PM** on the due dates.

Due dates are as follows:

Mon. Feb 1st
Mon. Feb 15th
Mon. Mar 1st
Mon. Mar 22nd
Mon Apr 12th
Mon Apr 26th
Mon. May 3rd

10% of the grade will be subtracted for late submissions.

Assignments submitted after 11:00 p.m., Wednesday, May 5th, 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.

Please raise hands to contribute.



St. George's University

School of Arts and Sciences

Department of Choose an item.

GENERAL COURSE INFORMATION

Course Code and Title: PCLN 391: Interpreting Health Sciences Research
Number of Credits: 3
Days and Times: Tues: 10:00 am to 11:15 am OR Tues: 7:00 pm – 8:15 pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): NA
Course Lecturer Name(s):
Course Director Name: Ian Baptiste
Course Lecturer(s) Contact Information:
Course Director Contact Information: ibaptist@sgu.edu
Course Lecturer(s) Office Hours: Tue: 12:30 – 2:30 PM; 4:30 – 6:30 PM
Course Director Office Hours: NA

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

TAs Name and Contact Information:

- Diantha Bubb; dbubb1@sgu.edu
- Candice Walker; cwalker3@sgu.edu
- Nadica Alexis; nalexis@sgu.edu

Course Support: Technology-enhanced learning through the use of the SAKAI course management software, and the Exemplify testing platform. Readings specific to each topic are posted on SAKAI. These include PowerPoint presentations (PPTs) on every topic (they serve as study guides). Augmenting the PPTs are pdfs of selected textbook chapters, journal articles, and links to instructional audio-visuals.

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

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COURSE CURRICULUM INFORMATION

Course Description:

What the course is about

What is *empirical* research? What distinguishes it from *institutional* research and other ways of knowing? What are internationally established standards and criteria for interpreting (reviewing and assessing) design components of empirical, health science, research? These are the major questions examined in this course.

How the course is delivered

We explore these questions via both and synchronous (live) and asynchronous modes of delivery. For **asynchronous** delivery we are using recorded lectures and Sakai Forums. Sakai is our online course management system. For **synchronous** delivery we are using Zoom and TurningPoint Mobile. Zoom is a video conferencing software used to facilitate live sessions. Our Zoom sessions will take the form of lecture discussions, breakout room discussions, Q&A, and short quizzes. TurningPoint is an app that allows you to use your mobile device to take short quizzes, during live Zoom sessions.

Course Objectives:

Benefits to you, the students

Upon successful completion of this course, you (the students) will:

- Develop skills needed to interpret and assess design components of peer-reviewed journal articles that follow the IMRaD format.
- Developing these skills will help you in other courses that expect you to make use of empirical research articles.
- You will also find the skills developed here useful in your everyday live – as informed consumers of health science research: at home, school, workplace and community.

Student Learning Outcomes:

Students who successfully complete the course would be able to:

- Describe how empirical research is distinguished from *institutional* research and other ways of knowing,
- Describe and assess design components of empirical health science research, and

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- Review and critique design components of peer-reviewed articles found in health science journals.

Topics Covered

- The nature of empirical inquiry
- Social rationale
- Intellectual rationale
- Research purpose
- Significance of a study
- Identifying and defining key terms
- Theoretical perspectives and framework
- Research quality
- Levels of Measurement
- Relationships among variables
- Delimitations and limitations

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	%
Tue Feb 09	Quiz 1 (10 MCQs)	5
Fri March 05	Article Critique 1	20
Midterm Week	Quiz 2 (20 MCQs)	15
Fri April 30	Article Critique 2	25
Final Exams Week	Quiz 3 (40 MCQs)	35

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Communication Plan

To assure success in this course, you are likely to interact with five (5) different groups of people:

- 1) Your instructor
- 2) Your assigned TA
- 3) Class members, and
- 4) Learner support personnel

1. INTERACTING WITH ME (YOUR INSTRUCTOR)

Live Zoom Class Sessions

- You will have opportunities to ask course-related questions and seek clarification during our live weekly Zoom class sessions. Please take full advantage of them.

Office Hours

- Tue: 12:30 – 2:30 PM; 4:30 – 6:30 PM (Grenada Time)

During office hours I will meet with students (and groups) on a first come first serve basis. To meet with me, simply click on the appropriate Office Hours Zoom link on our Sakai Course Site. During Office Hours, the amount of time I spend with any individual or group depends on the number of students/groups seeking help.

Emails

This is NOT my preferred mode of communication, as I receive hundreds of work-related emails each week and many of them get buried. Use Office Hours and our live Zoom sessions to field course-related questions that require thoughtful and complex responses. Use emails only for logistical questions, such as when an assignment is due or where to find a specific course material. And, before emailing me, email your TA – you are likely to get a quicker response. If you email me, I will try to respond **within 48 hours** of your email, if only to notify you of receipt of your email and to inform you of how and when the matter will be dealt with.

Sakai Forum Discussions

- Sakai Forum are created to facilitate Group Work.
- I will, from time to time, review your Sakai Forum Discussions and make GENERAL COMMENTS. I will post my general comments on your group forums and also discuss them during our live Zoom sessions.
- I will NOT normally respond to individual student posts.

Feedback on Graded Assignments

- You will receive grades and written feedback (from me) on written assignments **within one week (7 days)** from the due date.
- You will receive grades on quizzes **within 48 hours** from completion of the quiz. You will receive verbal feedback on quizzes during our live Zoom class sessions and during Office Hours appointments.

2. INTERACTING WITH YOUR TEACHING ASSISTANT (TA)

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Three (TAs) are assigned to this course. Each of you is assigned a TA (a TA assignment list is being circulated). Feel free to email your assigned TA regarding any course-related matter. You will receive a response within 48 hours of your email, if only to notify you of receipt of your email and to inform you of how and when the matter will be dealt with.

Your TA will also monitor your participating in the Sakai Forum Discussions. There, they will also respond to logistical questions, and bring content-related issues to my attention.

3. INTERACTING WITH CLASS MEMBERS

You will be placed in small groups to conduct graded assignments. Additionally, you will be assigned to ad hoc small groups, in breakout rooms during our live Zoom sessions. Guidelines on graded group assignments and breakout room discussions will be provided on separate handouts.

4. INTERACTING WITH LEARNER SUPPORT PERSONNEL

St. George's University puts a lot of resources in supporting students (outside of the classroom) academically and otherwise. In this regard, the Centre for Academic Excellence (CAE) and the Department of Educational Services (DES) are set up to provide direct academic support to you (the students) via academic advising, guidance on effective learning strategies, supplemental instructions, and peer tutoring. It is an undisputed fact that students who do well, academically, are also excellent help seekers. Do not wait until you are drowning. We strongly urge you to access the services of CAE and DES (EARLY IN THE SEMESTER) by visiting their websites at <https://mycampus.sgu.edu/group/center-for-academic-excellence-cae/home> and <https://mycampus.sgu.edu/group/des/welcome>, respectively.

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Course Schedule:

Click or tap here to enter text.

DATE	TOPIC
Week 1 – Jan 19	Orientation and course introduction
Week 2 – Jan 26	Nature of scientific inquiry
Week 3 – Feb 02	Social rationale Intellectual rationale
Week 4 – Feb 09	Integrated Exams <i>Quiz 1</i>
Week 5 – Feb 16	Components of a research purpose statement
Week 6 – Feb 23	Research Findings Significance of study Identifying and defining key terms
Week 7 – Mar 02	Levels of measurement <i>Article Critique 1 Due, Fri Mar 05</i>
Week 8 Mar 08 - 12	<i>Integrated Exams</i> <i>Midterm week</i> <i>Quiz 2</i>
Week 9 – Mar 16	Levels of measurement Relationships among variables
Week 10 – Mar 23	Relationships among variables
Week 11 – Mar 30	Theoretical perspectives and frameworks
Week 12 – Apr 06	<i>Integrated Exams – No Classes</i>
Week 13 – Apr 3	Research quality
Week 14 – Apr 20	Delimitations and limitations
Week 15 – Apr 27	<i>Article Critique 2 Due, Fri Apr 30</i>
Week 16 May 03 – 07	<i>Final Exams Week</i> <i>Quiz 3</i>

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Assignment Submission Procedure:

GUIDELINES FOR SUBMITTING WRITTEN ASSIGNMENTS

1. Submit your paper electronically, as a WORD attachment, in the designated assignment drop box on SAKAI.
2. In creating a FILE NAME, begin with your group name followed by a BRIEF description of the document—with no spaces between—and end with a date. For example, if Group 1 was submitting a proposal on Abortion on May 2, 2014, the filename might read: Group1ProposalAbortionMay2-2014,

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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 107 – Critical Reasoning
Number of Credits: 3
Days and Times: Mondays & Wednesdays; 9:30am-10:45am
Semester and Year: Spring 2021
Classroom Location: online
Pre-requisite(s): N/A

Course Lecturer Name(s): Dr. Oliver Benoit
Course Director Name: Dr. Oliver Benoit

Course Lecturer(s) Contact Information: obenoit@sgu.edu; ext. 3251
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: 11.00 AM -1.00PM **Mondays and Wednesdays**
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building - online this semester
Course Director Office Location: N/A

Course Support: Nikisha Thomas, nstomas@sgu.edu & ext. 3692

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is meant to help students to understand the concept and dynamics of critical reasoning and to develop the ability and habit of critical reasoning and analysis; to appreciate the usefulness and importance of thinking and reasoning intelligently amidst the importance of the complexities of critical life issues, and to develop necessary critical thinking and reasoning skills that will enable them to reason correctly and effectively in important real-life situations. This course is meant to help students to understand the concept and dynamics of critical reasoning and to develop the ability and habit of critical reasoning and analysis; to appreciate the usefulness and importance of thinking and reasoning intelligently amidst the importance of the complexities of critical life issues,

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and to develop necessary critical thinking and reasoning skills that will enable them to reason correctly and effectively in important real-life situations.

Course Objectives:

1. Formulate a personal view of the meaning of life.
2. Encourage students to think for themselves.
3. To use deductive and inductive logic within an argument and to recognize common fallacies.
4. To encourage in-class discussion in a manner that students will reflect on their thinking.

Student Learning Outcomes:

1. Students will be able to overcome common psychological and cultural barriers to logical and critical thinking.
2. Students will be able to recognize and avoid common fallacies.
3. Students will be able to recognize and apply deductive and inductive reasoning in their arguments.
4. Students will be able to explain the Socratic method.
5. Students will be able to apply aesthetic principles to art works.

Program Outcomes Met By This Course:

Students should be able to:

GE PO.1 Critically analyze global and regional issues.

GE PO.2 Practice and analyze decision making and positions on ethical issues.

GE PO.3 Develop quantitative literacy skills and confidence using numerical data.

GE PO.4 Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Nagel, Thomas (1987) *What does it all Mean? A Very Short Introduction to Philosophy.* Oxford University Press

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

There will be continuous evaluation of student's work throughout the semester accounting for 25% of the overall grade. This includes attendance and participation in class discussions. Evaluation will also include three (3) major assignments that will account for 75% of students' overall grade.

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Course Requirements:

All assignments must be completed and submitted on time for this course
Attendance and participation is vital.

Course Schedule:

Week 1:

Welcome – Syllabus, Outline of the course, Policies & Procedures; Introduction.
Introduction by Kaye, Sharon M.(2009)Critical Thinking. Basic Concepts: Why Critical Reasoning?

Introduction, Waking up to Bad Arguments & Rationality, Cognitive Biases and Emotions, in,
Hanscomb, Stuart (2017) Critical Thinking: the basics; The Socratic Method

Readings:

Socrates Café, p.2-35

Class reading. Discussion of Miniature Guide to Critical Thinking

Hanscomb, Stuart (2017) Critical Thinking: the basics.

Kaye, Sharon M.(2009)Critical Thinking

Week 2:

Concepts and Propositions

Mind – Body problem

Readings:

Nagel, Thomas (1997). What does it all Mean? A very short introduction to philosophy. Chs 3 & 4

Moore and Parker Critical Thinking (9th edition)The chapter that includes p. 15-16

Week 3:

Recognizing arguments

Discourse on the meaning of philosophy and critical thinking

Readings:

Perry, John (2010). Introduction to Philosophy. P. 3-22

Russell, Bertrand, The Value of Philosophy, in, Introduction to Philosophy p.18-21.

Russell, Bertrand, Why am I not a Christian, in, Introduction to Philosophy p. 55-58

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Nagel, Thomas (1987). What does it all Mean? A short introduction to philosophy. Ch. 1
Quiz/Paper (3-5 pages)

Week 4:

General features of an argument; Recognizing arguments; Premise and Conclusion.
Two types of Reasoning: Inductive and Deductive

Readings:

Moore and Parker Critical Thinking (9th edition) p. 16-19

Week 5:

Language and its Use; truth and validity

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:

Deductive and Inductive argument 1; Logic

Causal explanation

Readings:

Moore and Parker Critical Thinking (9th edition) p. 346-373; p. 385-411

Quiz/ Paper (3-5 pages)

Week 7:

Justice and Equality

Justice and Equality

Readings:

Introduction to Philosophy. P.591- 599

Cohen, G.A, Where the Action is: On the Site of Distributive Justice, in Introduction to Philosophy. p.599-615

Mill, John, Stuart, The Subjection of Women, in Perry, Introduction to Philosophy p. 615- 619

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Appiah, Kwame Anthony, Racism, in Perry, Introduction to Philosophy p. 634- 644

Week 8: Mid-term

Paper due – 9th Oct.

Week 9:

Moral, legal and aesthetic reasoning

Moral, legal and aesthetic reasoning, cont'd

Readings:

Moore and Parker Critical Thinking (9th edition) p. 437-449

Plato, the Republic, in Perry, Introduction to Philosophy. P. 645-681

Hume, David. An Enquiry Concerning the Principles of Morals, in Perry, Introduction to Philosophy. P. 682-706

Gauthier, David. Morality and Advantage, in Perry, Introduction to Philosophy. P. 706- 714.

Mackie, J.L. The law of the Jungle Moral Alternatives and Principles of Evolution, in Perry, Introduction to Philosophy 714-719

Week 10:

Art and Critical Reasoning
Visit to Art Gallery

Week 11:

Art and Critical Reasoning
Art and Critical Reasoning

Week 12:

Art and Critical Reasoning
Art and Critical Reasoning

Week 13:

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Art and Critical Reasoning
Art and Critical Reasoning

Week 14:

The Meaning of Life and Death
The Meaning of Life and Death

Readings:

Wolf, Susan, Moral Saints, in Perry, Introduction to Philosophy. P.755-767

Taylor, Richard. The Meaning of Human Existence, in Perry, Introduction to Philosophy, p.777-794

Wolf, Susan, The Meaning of Lives, in Perry, Introduction to Philosophy, p.798-805

Nagel, Thomas, Death, in Perry, Introduction to Philosophy, p. 806-810

Week 15:

Quiz/ Paper (3-5 pages)

Week 16

Discussions and evaluation

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Assignment Submission Procedure:

All assignments and papers must be submitted by the due date and should be in APA style format.

Classroom/Online Etiquette Procedure:

The use of cell phones during lectures is prohibited.

Policy/Procedure Related to the Department:

Students must be dressed appropriately for class presentations

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St. George's University

SCHOOL OF ARTS AND SCIENCES

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PHIL 201 – Moral Philosophy
Number of Credits: 3
Days and Times: MWF – 4:30PM-5:20PM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

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

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

Course Lecturer(s) Office Hours: Virtually : 8:00am – 6:00pm
Course Director Office Hours: Virtually: 8:00am – 6:00pm

Course Lecturer(s) Office Location: Ballsier Building 2nd Floor
Course Director Office Location: Ballsier Building 2nd Floor

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:

Moral philosophy is the branch of philosophy that contemplates what is right and wrong. It explores the nature of morality and examines how people should live their lives in relation to others. Class time will be split with learning foundational elements of philosophy, different approaches to morality and ethics and discussion towards the application of moral philosophy in different scenarios.

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Course Objectives:

The objective of this course is to engage the students' critical thinking skills. Students will not only approach some of philosophy's big questions but will be equipped to approach the problem from different perspectives. The goal may not be to necessarily find answers but sometimes the exercise of asking the question leads to fruitful outcomes. While moral philosophy deals predominantly with issues arriving from "good" and "bad" and living a good life, it's implications can also lead to making logical, consistent decisions in morally neutral scenarios as well.

1. Develop an understanding of the history of thought regarding morals and ethics.
2. Developing the conceptual differences of morality on the basis of RELIGIOUS BELIEF VS. PHILOSOPHICAL REASONING.
3. Evaluating moral decisions with a focus on INTENTIONS VS. RESULTS.

Student Learning Outcomes:

1. Define and describe the meaning and importance of moral philosophy (ethics), and demonstrate knowledge of its main divisions.
2. Identify and demonstrate knowledge of important ethicists and their views and ethical theories and systems of Western Ethics.
3. Explain the meaning of human actions and their ethical significance, and the Principle of Double Effect.
4. Explain the difference between private and public morality/ethics, and the relationship between ethics and other fields of human activities.

Program Outcomes Met By This Course:

Students should be able to:

GE PO.1 Critically analyze global and regional issues.

GE PO.2 Practice and analyze decision making and positions on ethical issues.

GE PO.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:

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

Text: Readings will be taken from -
Western Philosophy: An Anthology edited by John Cottingham
African Philosophy: An Anthology edited by Emmanuel Chukwudi Eze
The Philosopher's Took Kit by Steven Scott Aspenson

Supplementary Readings/Resources: Texts will be made available online

Course Grading Requirement:

Students will demonstrate understanding of the material through online classroom discussion, written assignments, quizzes and exams.

Attendance/Participation: 20%

Exams (Mid-terms and Final): 30%

Written assignments: 50%

Course Requirements:

Students will be required to read, write and take part in online classroom discussions. Excelling in this course will require critical thinking and analysis.

Course Schedule:

Week 1: Jan 18, 20, 22

M: Introductions, Syllabus

W: Morality and Happiness, *Republic*, Plato.

F: What is morality and why should I be moral?

Week 2: Jan. 25, Jan. 27, Jan. 29

M: Basic tools for argument

W: Aristotle, *Nicomachean Ethics*, Ethical Virtue

F: What does it mean to live a good life

Week 3: Feb. 1, Feb. 3, Feb. 5

M: Basic tools for argument

W: African Foundations of Greek Philosophy: Henry
Olela

F: West African Moral Philosophy

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Week 4: Feb. 8, Feb. 10, Feb. 12

M: Advanced Tools for argument

W: Epicurus

F: Pleasure and Sociality of the Self

Week 5: Feb. 15, Feb 19

M: Advanced Tools for argument

W: *Ethics*, Virtue, Reason, and the Passions: Benedict Spinoza (Ash Wednesday)

F: The Moral Obligation to Be Intelligent (Optional reading: Erskine)

Week 6: Feb. 22, Feb. 24, Feb 26

M: Advanced Tools for argument

W: *Fable of the Bees*, Bernard Mandeville

F: Consumerism

Week 7: Mar. 1, Mar. 3, Mar. 5

M: Advanced Tools for argument

W: *Utilitarianism*, Happiness as the Foundation of Morality: John Stuart Mill

F: Trolley Problem

Week 8: Mar. 8 - Midterm week

Week 9: Mar. 15, Mar. 17, Mar. 19

M: Tools for Conceptual Distinction

W: *Groundwork of the Metaphysic of Morals*. Duty and Reason as the Ultimate Principle, Immanuel Kant

F: Batman, Joker, and other Kantian dilemmas.

Week 10: Mar. 22, Mar. 24, Mar. 26

M: Tools for Conceptual Distinction

W: *Beyond Good and Evil*, Against Conventional Morality: Friedrich Nietzsche

F: Relationships

Week 11: Mar. 29, Mar. 31, No Class Apr. 2

M: Tools for Conceptual Distinction

W: Machiavelli

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F: Violence and Cruelty

Week 12: No Class Apr. 5, Apr. 7, Apr. 9

M: Tools for Conceptual Distinction

W: Peter Singer and Kant on animals
F: Food Choices

Week 13: Apr. 12, Apr. 14, Apr. 16

M: Tools for conceptual distinction

W: Reconsidering John Dewey's Art As Experience
F: Art and Morality

Week 14: Apr. 19, Apr. 21, Apr. 23

M: Tools at the Limit

W: *Famine, Affluence, and Morality*. The Relief of Global Suffering, Peter Singer
F: Moral responsibility

Week 15: Apr. 26, Apr. 28, Apr. 30

M: Review of Foundations

W: Review of thinkers/text

F: Recap of Topics

Week 16: Finals Week

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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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

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means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: PHYS 200: Physics for Life Sciences
Number of Credits: 4
Days and Times: Thu (10.00 – 11.15 and 7.00pm- 8.15pm); Wed. 10.30 – 12.30 pm and 7.00pm - 9.00pm(Lab)
Semester and Year: Spring 2021
Classroom Location: Zoom home location
Pre-requisite(s): None

Course Lecturer Name(s): Dr. Ramsey Saunders
Course Director Name: **Dr. Ramsey Saunders**

Course Lecturer(s) Contact Information: 1-473-444-4175 Ext. 3819
Course Director Contact Information: rsaunder@sgu.edu

Course Lecturer(s) Office Hours: M(9.00- 12.00);T(11.00- 12.00);Th11.00- 12.00);F(9.00- 11.00)

Course Director Office Hours: **As above; also given in Resources of SAKAI**

Course Lecturer(s) Office Location: Caribbean House (2ndFloor)
Course Director Office Location: **Caribbean House (2ndFloor)**

Course Support: aventour2@sgu.edu; Ex 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 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

Course Objectives:

- 1; To facilitate a good understanding of basic Physics.
- 2: Application of the laws of Physics in Mechanics, Electrostatics and current electricity;

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Magnetism; Waves; Optics; Fluids; Thermal Physics.

3: Apply Mathematics (non- Calculus) in solving problems in Physics.

4. Apply basic concepts and laws to the life sciences.

5. Use Laboratory experiments to understand the basic laws of Physics.

Technical Skills Outcomes:

Technical skills are obtained from 10 Laboratory experiments. The skills developed are in the areas of the measurement of length, mass and time using instruments with different accuracies; measurement of the density of different materials; moments or torque; measurement of the acceleration due to gravity using a simple pendulum; measurement of the extension of a spring subjected to different loads ;timing vibrations to determine force constant of a spring; measurement of electrical currents, voltage and resistance; measurement of angles of incidence and refraction through transparent objects to obtain their refractive index; use of optical bench to determine the focal length of lenses. The Technical Skills are assessed from the laboratory reports submitted

Student Learning Outcomes:

1. The student will have a good understand the basic terms and laws of Physics.
2. The student will be able to apply the laws of Physics in the fundamental areas of Physics
3. The student will be able to apply Mathematics in solving problems in Physics
4. The student will be able to apply the basic concepts and laws to the Life Sciences
5. Use of laboratory experiments to develop technical skills and understanding fundamental laws and concepts in Physics

Program Outcomes Met By This Course:

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

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

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

BIOL, - PLO4: Apply knowledge of the of the interaction of atoms, molecules and biochemical processes that define organic and inorganic matter.

BIOL. - PLO5: Demonstrate effective communication of scientific knowledge.

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

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: Physics by Douglas C Giancoli (Sixth Edition)

Supplementary Readings/Resources: Sakai lecture material

Course Grading Requirement:

Six class examinations (the best 5 are taken)

Ten Lab exercises, Mid-Term Examination, Final Exams

The breakdown of overall grade will be as follows:

Four Class Quizzes @5%	20%
Mid term examination	25%
Laboratory work	25%
Final exam	30%

Course Requirements:

Scientific calculator, Lab coat, Covered shoes for labs.

Course Schedule:

Tentative Course Schedule:

WEEK SECTION LAB/ QUIZ/ EXAM

1 Introduction ;Physical Quantities; base quantities and units; derived quantities; Errors and precision; Vectors and Scalars; addition, subtraction; resolution into components. Lab Introduction and Grouping

Lectures possible during lab period if free.

2 Kinematics in one and two dimensions: Displacement, velocity , linear uniform acceleration; equations of motion;

Simple projectiles Lab 1

3 Dynamics: Forces; Newton's Laws of motion; Friction; momentum and collisions; work, power ; energy Lab 2 / Quiz 1

4 Circular motion and Gravitation: Angular velocity; centripetal acceleration; kinematics of circular motion; dynamics of circular motion; Newton's Law of gravitation; satellites and weightlessness

Lab 3

5 Equilibrium and Elasticity: Principle of moments; conditions for equilibrium; Stability; Elasticity; Hooke's Law; Stress and strain; Young's modulus Lab 4

6 Vibration and waves; Simple Harmonic Motion; Waves; Types of waves; reflection; refraction; diffraction and interference; sound; vibrating columns and strings; resonance; applications Lab 5/Quiz 2

7

Review

8 Mid term Exam MIDTERM EXAM

9 Electrostatics: Electric charge; Electric Force; Coulomb's law; Electric field; Electric field lines ; Electric Flux; Calculation of Electric Field; Gauss's Law; Work ; Energy and Electric Potential; Capacitance

Lab 6

10 Current Electricity; Ohm's law; Resistances in series and parallel; Energy stored; power; Simple DC circuits; Household Electricity; AC circuits Lab 7

11 Magnetism: The magnetic force; Magnetic Field; force on a wire; torque on a rectangular coil; Biot Savart law; Ampere's law; applications to long straight wire; toroid and solenoid; Faraday's Law; transformers Lab 8 /Quiz 3

12 Light and Geometrical Optics: Waves and rays; Reflection; refraction; mirrors (plane; convex and concave); Thin lens (convex and concave); image formation; Human eye Lab 9

13 Heat and thermodynamics; Temperature; thermal equilibrium; Linear expansion; specific heat

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14 Introduction to fluids

15 Review

16 Final Exam FINAL EXAM

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: PHY 201 – General Physics 1
Number of Credits: 4
Days and Times: Tuesday Thursday – 10 – 11.15 am
Semester and Year: Semester 1
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
Jan 19 & 21 Basic Maths and Physical quantity
Base quantities and base units
Derived quantities and units
dimensions and its' uses

Week 2. Vectors and Scalars
Jan 26 & 28 Scalar and vector quantities
Resolving vectors into components
Addition of vectors

Week 3 – Feb 2 & 4 Subtraction of vectors
ASSIGNMENT 1- TOPIC VECTORS – DUE DATE FEB 11

Week 4. Kinematics in one and two dimensions
Feb 9 & 11 Displacement, velocity and acceleration
Linear uniform accelerated motion – use of equations of motion

Week 5 Feb 16 Simple projectiles

Week 5 Feb 18 Quiz 1: Topics Vectors and Kinematics(Equations of motion)

Week 6 Feb 23 & 25 Projectiles

Week 7 Mar 2 – Quiz 2 Topic - Projectiles
Mar 4 Dynamics: Forces, Newton's Laws of motion
Friction, Inclined planes

WEEK 8 MIDTERM EXAMS MARCH 8 -12

TOPICS – Physical quantities, vectors, kinematics, Projectiles, Dynamics

Week 9 Mar 16 & 18 Momentum , work, energy, power
Linear momentum, collisions and impulse
Work, power and energy(Potential and kinetic)

Assignment 2 - Topic – Momentum collision and impulse. Due date: MAR 23

Week 10 Mar 23 & 25 Circular Motion & Gravitation
Angular velocity, centripetal acceleration
Kinematics of circular motion
Dynamics of circular motion
Newton's Law of gravitation .

Assignment 3 Mar 25 – PROJECTS. Due date: April 22

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Week 11 Mar 30 & Apr 1 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 Apr 6 QUIZ # 3 – TOPIC : CIRCULAR MOTION AND GRAVITATION

Apr 8

Vibration

**Simple Harmonic Motion,
Damped Harmonic motion
Forced, vibration and resonance**

Week 13 Apr 13 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 Apr 15 – TOPICS: EQUILIBRIUM,STRESS, STRAIN AND YOUNG’S MODULUS

Week 14 Apr 20 & 22 Heat

**Thermometry- Temperature scales,
Types of Thermometers
Specific Heat Capacity,**

Week 15: Apr 27 & 29 : Specific Latent heat & Change of Phase

WEEK 16: May 3 – 7- 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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Attendance Policy:

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Assignment Submission Procedure:

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Policy/Procedure Related to the Department:

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Department of **Biology, Ecology and Conservation**

GENERAL COURSE INFORMATION

Course Code and Title: PHYS 202 General Physics 2
Number of Credits: 4
Days and Times: M (1.30-2.30); W (1.30 – 3.30pm); Th (3.00- 5.00pm)
Semester and Year: Spring 2021
Classroom Location: Zoom Sessions from home location
Pre-requisite(s): PHYS201

Course Lecturer Name(s): Mr. Alec St. Bernard
Course Director Name: Dr. Ramsey Saunders

Course Lecturer(s) Contact Information: alstbernard@sgu.edu; Tel 4153929
Course Director Contact Information: rsaunder@sgu.edu; Tel 4444175 Ext. 3819

Course Lecturer(s) Office Hours: PT: See before or after classes.
Course Director Office Hours: M(9-12); T (11-12); Th (11-12); Fri (9-11)

Course Lecturer(s) Office Location: Caribbean house, 2nd Floor
Course Director Office Location: Caribbean house, 2nd Floor

Course Support: aventour2@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 consists of a study of the basic principles of electrostatics, current electricity (direct and alternating), magnetism, electromagnetism and geometrical optics. Also included is a brief introduction to lasers and Atomic and Nuclear Physics. This is a non-calculus course.

Course Objectives:

- 1; To facilitate a good understanding of basic Physics.
- 2: Application of the laws of Physics in Electrostatics Current electricity (DC and AC); Magnetism; Optics; Lasers
- 3: Apply Mathematics (non- Calculus) in solving problems in Physics.
4. Apply basic concepts and laws to the life sciences.
5. Use Laboratory experiments to understand the basic laws of Physics.

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Technical Skills Outcomes:

Technical skills are obtained from 10 laboratory experiments. The skills consists of the ability to measure electrical Currents. Voltages and Resistances using analogue as well as digital equipment; use of the Wheatstone Bridge for resistance and voltage measurements, use of the oscilloscope; use of Kirchhoff's Law, charging and discharging of capacitors, measurement of the maximum power delivered by a power supply; refractive index measurements; measurement of the focal lengths of lenses.

Student Learning Outcomes:

Student Learning Outcomes:

1. Understand Physical Quantities, Units and Measurements, Vectors and Scalars and the basic laws of Physics
2. Apply the laws of Physics in the areas of Electrostatics, Current Electricity, Magnetism, Optics and Lasers and Atomic and Nuclear Physics
3. Apply mathematics (non - calculus) in solving problems in Electrostatics, Current Electricity (AC and DC), Magnetism, Optics and Lasers and Atomic and Nuclear Physics.
4. Apply the laws and concepts to problems in biology and medicine.
5. Use of laboratory experiments in understanding the laws of Physics.

Program Outcomes Met By This Course:

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

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

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

BIOL, - PLO4: Apply knowledge of the of the interaction of atoms, molecules and biochemical processes that define organic and inorganic matter.

BIOL. - PLO5: Demonstrate effective communication of scientific knowledge.

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

:

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

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Course Materials:

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Text: PHYSICS by Giancoli Sixth Edition
Resources given by Lecturer on SAKAI

Supplementary Readings/Resources: COLLEGE PHYSICS (2nd Edition) by Knight, Jones and Field

Course Grading Requirement:

Six class examinations/ quizzes; Ten Lab exercises, Mid-Term Examination, Final Exams
The breakdown of overall grade will be as follows:

Four Class Quizzes	20%
Mid term examination	25%
Laboratory work	25%
Final exam	30%

There shall be 4 Quizzes Quizzes are of 30 minutes duration..

Course Requirements:

Scientific calculator , Textbook, Lab coat, Covered shoes for labs

Course Schedule:

Tentative Course Schedule:

WEEK	COURSE SECTION	Lab / Quiz
1	Electrostatics: Brief history, Electric Charge; Electric force, Coulombs Law. Electric Field. Field lines, Electric Flux	Lab Introduction and Grouping
2	Electrostatics: Dipole, Methods of determining the Electric Field; Integration Method (qualitative); Gauss's Law; Electric Potential	Lab 1
3	Electrostatics: Movement of charge in electric field; Work, Energy and Electric Potential, Capacitance, Series and Parallel combinations; Dielectrics; Energy Stored; The CRO; Applications of Electrostatics	Lab2 and Quiz 1
4	Current Electricity: Electric current; Microscopic level; 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/ Quiz 2
7	Review	
8	Midterm Examination	MIDTERM
9	Magnetism: brief history; Comparison of magnetic force with gravitational and electric forces; Definition of the Magnetic Force; Magnetic Field; Force on wire ; Gauss's law for the magnetic field.	Lab 6
10	Magnetism: Biot- Savart Law; Ampere's Law, Faraday's Law; Mass spectrometer	Lab 7
11	Magnetism: Determination of magnetic Fields for simple structures; Solenoid; Electromagnets; Toroid; Transformer; Electric bell; Electric Motor; Loudspeaker; Maxwell's equations for free space	Lab 8 and Quiz 3
12	Light: Waves and rays; Reflection; refraction; Mirrors (plane, concave and convex; Thin lenses (convex and concave), Image formation; Wave effects;	Lab 9
13	The human eye. Optical defects. Accommodation	Lab 10
14	Lasers. Introduction to Atomic and Nuclear Physics.	Quiz 4

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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: POLI: 205 – Caribbean Government & Politics
Number of Credits: 3
Days and Times: Mondays, Wednesdays, Fridays: 1:30 p.m. -2:20 p.m.
Semester and Year: Spring 2021
Classroom Location: Zoom Platform
Pre-requisite(s): POLI: 200

Course Lecturer Name(s): Damian E. Greaves
Course Director Name: N/A

Course Lecturer(s) Contact Information: dgreaves@sgu.edu Ext. 3653
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Tues. 10:00 a.m. – 1:00 p.m. & Fri. 1:00 p.m. -4:00 p.m.
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building, Upper level
Course Director Office Location: N/A

Course Support: Nikisha Thomas nthomas@sgu.edu Ext. 3692

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

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to the basic concepts in the historical evolution of Caribbean political economy and society, and will seek to familiarize students with contemporary socio-economic and political development issues of relevance to the Caribbean. It is also intended to expose students to the relevant issues involved in understanding the nature of Caribbean political economy, Caribbean political systems and the wider politics of the Caribbean. It is hoped that upon completion of this course, students would be able to identify, describe, understand, analyze and explain the historical and contemporary forces shaping Caribbean politics. Students should also have a basic knowledge of the workings of Caribbean political systems.

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Course Objectives:

Students will be able to:

1. Identify historical trends in the development of politics and political systems in the Caribbean
2. Evaluate the legacy of the anti-colonial campaign of the Caribbean
3. Explain and illustrate the non-capitalist experiments of the Caribbean
4. Appraise the attempts at integration in the region
5. Critique the public administrative system of the Caribbean

Student Learning Outcomes:

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

1. Identify the legacies of the earliest forms of West Indian Government on contemporary life in the Caribbean
2. Analyse pre- and post-independence political developments in the Caribbean
3. Assess the successes, failures and achievements of the 1930's anti-colonial upheavals
4. Assess the current challenges to trade unionism as a result of globalization
5. Discuss and analyse Caribbean variants of political, electoral and party systems
6. Evaluate the experiences of the non-capitalist path of development in the region
7. Explore the major compulsions of integration and integration experiments in the region
8. Assess the workings and challenges associated with the public administrative system in the Commonwealth Caribbean

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-1 Demonstrate their critical thinking skills to sociological analysis.

SOC – PO-1 Employ sociological research methods to investigate and explain social issues

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Course Materials:

Text: Text: Barrow-Giles, C. Introduction to Caribbean Politics, Ian Randle Publishers, 2002.

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

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Lewis, G. The Growth of the Modern West Indies
 Thomas, C.Y. The Poor and the Powerless
 La Guerre, J.G. Issues in the Government and Politics of the West Indies
 Knight, F.W. General History of the Caribbean: Vol.111. The Slave Societies of the Caribbean
 Knight, W. F. The Caribbean: The Genesis of a Fragmented Nationalism
 Knight, W. F. An Introduction to Politics
 Ryan, S. Winner Takes All: Westminster Experience in the Caribbean
 Munroe, T. The Politics of Constitutional Decolonization: Jamaica, 1944-6
 Munroe, T. Jamaican Politics: A Marxist Perspective
 Beckford, G & Girvan, N. Development in Suspense
 Charles, G.F.L. The History of the Labour Movement in St. Lucia
 Riviere, W. E. Roots of Crisis in the Caribbean
 Thomas, C.Y. The Rise of the Authoritarian State in Peripheral Societies
 McIntosh, S.C.R. Caribbean Constitutional Reform: Rethinking the West Indian Polity
 Jagan, C. The West on Trial: My Fight for Guyana's Freedom
 James, C.L.R. The Black Jacobins
More readings will be communicated during the course of the semester.

Course Grading Requirement:

Evaluation Criteria	Deadline for Submission	Percentage of Grade
Forum Discussion 1	Feb. 7 th .	10%
Midterm Paper	March 6 th	25%
Forum Discussion 2	April 3 rd	10%
Forum Discussion 3	April 27 th	15%
End of Term Paper	May 8 th	30%
Attendance & Participation	N/A	10%
*TOTAL		100%

Course Requirements:

Students are expected to attend and participate in all classes and complete and submit all assignments by the recommended deadline.

Course Schedule:

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Jan. – May.	
Date	Topic/Reading
January Mon. 18 th – 22 nd	Course Information/ Orientation, Introduction of class members; Team Building – Course Assignments
	MODULE 1: Imperialism - Colonialism, Neo-Colonialism, Re-Colonization
Mon. 25 th	Imperialism – Interpretations and Definitions
Wed. 27 th	Imperialism – Theoretical Perspectives
Fri. 29 th	Imperialism in the Caribbean
February	From Colonialism to Neo-colonialism
Mon. 1 st	The Politics of Structural Adjustment in the Region -IMF and Structural Adjustment in the Region
Wed. 3 rd	Imperialism, Globalization and Re-colonization <i>IMF, NAFTA, GATT</i>
Fri. 5 th	Independence Holiday – No Class Deadline for Forum discussion 1
Mon. 8th	Independence holiday
	Module 2: Globalization and the Caribbean Experience
Wed. 10 th	The New International & Economic Order
Fri. 12 th	Globalization & Cultural Imperialism
	Module 3: Early West Indian Government
Mon. 15 th	Old Representative System (ORS)
Wed. 17 th	Crown Colony Government (CCG)
	Module 4: Working Class Struggles

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Fri. 19 th	Overview of the 1930s Upheaval/ The 1930s Riots – Impact & Consequences
Mon. 22 nd	The Moyne Commission Report
Wed. 24 th	Origin & Development of Trade Unions
Fri. 26 th	Caribbean State, Labor & Trade unions
	Module 5: The Politics of Constitutional Decolonization & Westminster Model
March Mon. 1 st	Liberal Democracy & its main assumptions
Wed. 3 rd	Constitutional Decolonization
Fri. 5 th	The Westminster Model in the region
Mon. 8 th – Fri. 12 th	Midterm Exams
Mon. 15 th	Parliamentary vs. presidential Systems of Government Deadline for Submission of Mid-term paper
	MODULE 6: Political Parties & Electoral Politics in the Region
Wed. 17 th	Political Parties in the Caribbean
Fri. 19 th	Electoral Systems in the Caribbean
Mon. 22 nd	Electoral Systems in the Caribbean
	Module 7: Regional Integration
Wed. 24 th	Early attempts at Integration
Fri. 26 th	West Indian Federation
Mon. 29 th	CARICOM – The Treaty of Chaguaramas & Beyond
Wed. 31 st	Caribbean Single Market & Economy (CSME)

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April Fri. 2nd	Good Friday Holiday
Mon. 5th	Easter Monday Holiday
Wed. 7 th	CARICOM: Functional Cooperation
Fri. 9 th	Deadline For Forum Discussion 2 Sub-regional Integration -OECS – Functional Cooperation
	MODULE 8: Caribbean Political Leadership
Mon. 12 th	Nature of Political Leadership -Pre-Independence
Wed. 14 th	Nature of Political Leadership -Post-Independence
Fri. 16 th	Wither Political Leadership in the Caribbean?
Mon. 19 th	Current Socio-Political Environment
	Module 9 -Public Administration & Bureaucracy
Wed. 21 st	The Executive, the Civil Service and political Neutrality
Fri. 23 rd	Challenges Associated with Public Services in the Caribbean
Mon. 26 th	Public Service Reform
	Module 10 – Post Colonial Experimentation
Wed. 28 th	The Theory of the Non-Capitalist Path of Development
Fri. 30 th	The Non-Capitalist Path -The Guyana Experience
MAY Mon 3 rd – Friday 7 th	Final exams

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Assignment Submission Procedure:

You are to submit one (1) individual mid-term paper, two forum discussions – one each half of the semester - and one end of term paper for grading. Deadlines for submission are on the course schedules. Please note that mid-term papers ought not to be in the range of 1200 – 1500 words (exclusive of title and references pages), with at least 8 references. End of term papers ought to be in the range of 1500-2000 words with at least 12 references (exclusive of title and references pages). You are required to attach the grading rubrics to your papers for submission to the turn-it-in- drop box.

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The two discussion forums require 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 his/her colleagues' submissions. Your responses ought not to exceed one paragraph and should go beyond suggestions that discussion was good etc. Ask a question and make a comment that adds to the debate. All forum discussions ought to be submitted in the designated discussion box on your SAKAI accounts. No word attachment or emailed response will be accepted.

Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. If there is no designated drop box on SAKAI, send it to my SGU email. Only one individual should submit on behalf of the group.

As far as possible, follow the most current APA Style Manual when submitting your work:

Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted,

A header must appear at the top of each page,

All pages must be numbered,

All pages must have one inch top/bottom, and left/right margins, and

Papers and forum discussions must be double-spaced, with 12 point fonts.

Absolutely no papers or forum discussions will be accepted via email.

All sources of information used in your paper must be documented. This is true whether you are quoting or paraphrasing; whether you are making direct reference to the material, or using it in a general and indirect way. Sources here refer to written as well as non-written materials, such as audio or video recorded interviews, personal conversations, etc. It is a criminal offense to use other people's information without giving them the credit. It is called plagiarism. A source must be cited by author(s), year (and page numbers if quoting) in the passage in which it is used.

Please proof read and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.

Papers that do not adhere to these guidelines may not be reviewed.

**Classroom/Online Etiquette Procedure:
Policy/Procedure Related to the Department:**

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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: Spring 2021
Classroom Location: N/A (Online)
Pre-requisite(s): N/A

Course Lecturer Name(s): Novia John, M.A. (Ed. Psyc.)
Course Director Name: **Novia John**

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

Course Lecturer(s) Office Hours: Mon. 12 noon – 2 PM; Tues. 10:30 – 1:30 PM; Wed. 10 - 1 PM
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A (Ballsier Bldg. G.)
Course Director Office Location: N/A

Course Support: Ms. Nikisha Thomas; nstthomas@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 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:

PO.1 - Utilize psychological knowledge in the understanding of self, and how one relates to others.

PO.2 - Employ relevant psychological skills and attitudes to recognize and assist where appropriate, persons with cognitive, emotional, or behavioral needs.

PO.3 - Understand and apply basic research methods in psychology including research design, data analysis, and interpretation to relevant issues in the work environment, country and wider region.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

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D = 64.5 - 69.4%
 F = 65% or less

Course Materials:

Text: Understanding Psychology, 11th ed., by Charles G. Morris and Albert A. Maisto

Supplementary Readings/Resources: TBA (journal articles)

Course Grading Requirement:

Course Assessment	Weighting
Chapter Tests	35%
Final Exam	30%
Assignment(s)	30%
<i>Group Case Study Analysis (Live Groups)</i>	10%
<i>Conditioning Application Quiz</i>	10%
<i>Experiment (Video)</i>	10%
Attendance	5%

Course Requirements:

N/A

Course Schedule:

PSYC 201: INTRODUCTION TO PSYCHOLOGY SPRING 2021 COURSE SCHEDULE:

DUE DATES ARE FOR SUBMISSION IN SAKAI; HARD COPY DUE IN AT NEXT CLASS

WK	DATE	TOPIC [] – Choose only 1 Experiment for the course	PPT CH #	FELDMAN PDF TEXT CHAPT
1	M,J18	Course Introduction	1	1
	T,J19	The Science of Psychology	1	2
2	M,J25	The Biological Basis of Behavior: Neurons; CNS	2	3
	T,J26	Peripheral System, Endocrine, Genes etc.	2	3
Online Test #1 (Ch. 1 & 2) (Open from Fri., Jan. 29- Mon., Feb. 1st @ 11:55 PM)				
3	M,F1	Sensation	3	4
	T,F2	Perception	3	4
Experiment for PPT Ch. 3: Visual Illusions, Expectations & Cognitive Style (Due in Sakai on Tues., Feb. 16th @ 11:55 PM)				
4	M,F8	APA Referencing	--	---
	T,F9	States of Consciousness (Drug-Altered Consciousness)	4	5
5	M,F15	States of Consciousness (Drug-Altered Consciousness)	4	5
Online Test #2 (Ch. 3 & 4) (Open from Fri., Feb. 19th – Mon., Feb. 22nd @ 11:55)				
Experiment for Ch. 4: Monitor Your Sleep Cycle (Due in Sakai on Mon., Feb. 29th @ 11:55 PM)				
	T,F16	Learning (part 1)	5	6
6	M,F22	Learning (part 2)	5	6
	T,F23	Case Study Analysis – Analyzing Real Life Situations	5	6
CONDITIONING QUIZ DUE IN SAKAI BETWEEN FRI., FEB. 26 – MARCH 3 @ 11:55 PM				
Experiment for Ch. 5: Human/Animal Training (Due in Sakai on Tues., March 9th @ 11:55 PM)				
7	M,M1	Memory (part 1)	6	7
	T,M2	Memory (part 2)	6	7
Experiment for Ch. 6: Eye Witness Accounts (Due in Sakai on Tues., March 16th @ 11:55 PM)				
8	M,M8 – F,M12	MIDTERM EXAMS – NO CLASSES (Test #3) Online Test #3 (Ch. 5 & 6) (Open Sun., March 7 – Fri., March 12th @ 11:55 PM)		
9	M,M15	Cognition and Mental Abilities (part 1)	7	8

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	T,M16	Cognition and Mental Abilities (part 2)	7	8
10	M,M22	Motivation and Emotion (part 1)	8	10
	T,M23	Motivation and Emotion (part 2)	8	10
Online Test #4 (Ch. 7 & 8) (Open from Fri., March 26th – 29th @ 11:55 PM)				
11	M,M29	Life-Span Development (Adolescence, Adulthood, Late Adulthood)	9	12
	T,M30	Life-Span Development (Adolescence, Adulthood, Late Adulthood)	9	12
12	M,A5	EASTER MONDAY HOLIDAY – NO CLASS		
Experiment for Ch. 9: Testing Child Cognitive Development—Piaget) (Due in Sakai on Tues., April 13th @ 11:55 PM)				
	T,A6	Personality (all done in one day; shorter chapter) [Thursday: Choose Case Study Groups]	10	13
Online Test #5 (Ch. 9 & 10) (Open from Fri., April 9th – Mon., April 12th @ 11:55 PM)				
Experiment for Ch. 10: (a) Testing Personality OR (b) What's in an Inkblot? (Due in Sakai on Tues., April 20th @ 11:55 PM)				
13	M,A12	Psychological Disorders (part 1) [Thursday: In-class Case Study Group Work]	12	15
	T,A13	Psychological Disorders (part 2)	12	15
14	M,A19	Social Psychology (part 1)	14	17
	T,A20	Social Psychology (part 2)	14	17
Online Test #6 (Ch. 12 & 14) (Open from Fri., April 23rd – Mon., April 26th @ 11:55 PM)				
15	M,A26	NO ASYNCHRONOUS LECTURES THIS WEEK: WORK IN GROUPS ON GROUP CASE STUDY ANALYSES, TO BE DONE NEXT WEEK THURSDAY.		
	T,A27	GROUP CASE STUDY ANALYSES THIS THURSDAY 12 NOON & 9 PM		
16	MAY 3 - 7	FINAL EXAMS—NO CLASSES Online Test Open from Sun., May 2 – Fri., May 7 @ 11:55 PM		TEST

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:

To be outlined in class and on SAKAI

Classroom/Online Etiquette Procedure:

Students are encouraged to turn on their videos during class to enhance class cohesiveness. Videos must be turned off if a student needs to temporarily exit the online classroom. Students must remain muted unless otherwise directed by the instructor. Students are expected to communicate in a professional and respectful manner at all times and must be mindful of time when sharing. The

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chat, when available, must be used to discuss or comment on course content only. No joking, inappropriate or frivolous talk is permitted in the chat. Note that all chats are recorded.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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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 202 Introduction to Social Psychology
Number of Credits: 3
Days and Times: 11.30 am to 12.20 pm – Mon, Wed, Fri
Semester and Year: Spring 2021
Classroom Location: N/A
Pre-requisite(s): PSYC 201

Course Lecturer Name(s): Josh Hector
Course Director Name: N/A

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

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

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

Course Support: Nikisha Thomas, nsthomas@sgu.edu, Ext 3692

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

COURSE CURRICULUM INFORMATION

Course Description:

This course is an introduction to human social behavior. The scientific study of individual and group behavior within social contexts will be highlighted. Major and fundamental theories of social psychology will be presented as a measure of explaining and understanding general human social behavior and contemporary social issues and fields such as business, law and health. Topics to be covered include methodology and research, attitude formation and change, social perception, interpersonal attraction, prosocial behavior, conformity and obedience, aggression, conflict and competition, group formation, structure and dynamics, and collective 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*.

Course Objectives:

1. Discuss the history of Social Psychology, and important influences on its emergence
2. Describe the contribution of key figures on the development of social psychological phenomena, and on the discipline of Social Psychology
3. Discuss the main theories and social psychological principles within the discipline of Social Psychology
4. Read, analyze and discuss current research in the area of Social Psychology
5. Discuss the application of social psychological principles to their individual and interpersonal lives as students, as a measure of influencing social change.
6. Analyze how Social Psychology interfaces with other related disciplines in the understanding of human social behavior

Student Learning Outcomes:

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

1. Discuss the main topics of study in the sub field of Social Psychology, and be able to discuss social psychological influences in important social phenomena such as attitudes, conformity, prosocial behavior, aggression, and prejudice.
2. Demonstrate an understanding of the basic principles of social influence on behavior, and how these principles can be applied to contemporary issues and specific areas of work and fields of study.
3. Apply learnt principles to their intra-individual and group interactions
4. Explain research methodologies relevant to social Psychology, and apply them to proposed areas of interest for social research
5. Write a proposal for the conduction of a social psychological study
6. Synthesize social psychological principles and theories, and discuss how they will use these theories and principles to promote social change in themselves and the wider community

Program Outcomes Met By This Course:

PO-1 - Utilize psychological knowledge in the understanding of self, and how one relates to others.

PO-2 - Employ relevant psychological skills and attitudes to recognize and assist where appropriate, persons with cognitive, emotional, or behavioral needs.

PO-3 - Understand and apply basic research methods in psychology including research design, data analysis, and interpretation to relevant issues in the work environment, country and wider region.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

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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: Akert, R.M., Aronson, E., & Wilson, T.D. (2014). *Social Psychology* (8th Ed.). Pearson New International Edition.

Supplementary Readings/Resources: Baron, R.A., Branscombe, N.R., & Byrne, D. (2009). *Social psychology*. (12th Ed.). Allyn & Bacon.

Myers, D.G. (2008) *Social psychology* (9th Ed.). McGraw-Hill.

Wing Sue, D. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Wiley.

Supplementary Readings/Resources: Please check the library for supplemental introductory texts.

Course Grading Requirement:

- | | |
|------------------|-------------|
| • Group Project | 15% |
| • Movie analysis | 15% |
| • Midterm Quiz | 15% |
| • Final Exam | 30% |
| • Forums x 3 | 15% |
| • Tutorial | 5% |
| • Participation | <u>5%</u> |
| • Total | 100% |

Course Requirements:

Students will be required to:

- (i) Attend classes punctually and regularly
- (ii) Participate actively in class discussions and exercises
- (iii) Be respectful of each other during class discussions
- (iv) Complete all reading assignments in preparation for class
- (v) Avoid cell phone use unless permission is granted for class activity
- (vi) Avoid eating during class, unless permission is granted

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Course Schedule:

SOCIAL PSYCHOLOGY LECTURE OUTLINE*

Week	Dates	Topic	Assignment Due
1	18 th January 20 th 22 nd	Introduction to course Social Psychology Social Research	
2	25 th 27 th 29 th	Social Cognition ** **	Forum 1
3	1 st February 3 rd 5 th	Social Perception ** **	
4	8 th 10 th 12 th	Independence The Self **	
5	15 th 17 th 19 th	Cognitive Dissonance ** **	Forum 2
6	22 nd 24 th 26 th	Attitudes ** **	
7	1 st March 3 rd 5 th	Conformity ** **	
8	MIDTERM	March 8th to 12th	
9	15 th 17 th 19 th	Class Activities ** **	
10	22 nd 24 th 26 th	Group Processes ** **	
11	29 th 31 st	Interpersonal Attraction **	Forum 3

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	2 nd April	**	
12	5 th 7 th 9 th	Aggression ** Good Friday	
13	12 th 14 th 16 th	Easter Monday Prejudice **	Movie Analysis
14	19 th 21 st 23 rd	Microaggression ** **	- Group Project
15	26 th 28 th 30 th	Final Exams	
16	3 rd May 5 th 7 th	Final Exams	

Please note: Your assignments will be due on a Friday

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Attendance Policy:

Attendance Requirement

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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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Assignment Submission Procedure:

All assignments must be submitted on time on the due date. Five marks will be deducted for each day subsequent to the due date for late assignments. All assignments must be submitted to either the drop box or in person at my office. Assignments will not be accepted via email.

Classroom/Online Etiquette Procedure:

Students must be respectful of each other in online forums, and must use language appropriate for that platform. More information will be given in class about this.

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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

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PSYC 210 – Sensation & Perception
Number of Credits: 3
Days and Times: Tues & Thurs; 5:00PM-6:15PM
Semester and Year: Spring 2021
Classroom Location: Online (via Zoom)
Pre-requisite(s): PSYC 201

Course Lecturer Name(s): Donnette Narine
Course Director Name: N/A

Course Lecturer(s) Contact Information: dnarine1@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Wednesdays (by appointment)
Course Director Office Hours: N/A

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:

This course describes how humans sense and perceive the world around them via the use of the five senses. Emphasis for the course will be placed on the various sensory modalities and behavior. The importance of the interaction between such variables as basic neurophysiology, environmental factors, personal experiences, and the ultimate process of perception will be highlighted.

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Course Objectives:

Define the terms sensation and perception

2. Discuss the history of the study of sensation & perception in psychology
3. Discuss the theoretical approaches of sensation and perception
4. Examine the five senses and the related brain structures involved in the processing information via these senses
5. Examine in detail the visual system and brain pathways important in the processing of this sensory system
6. Conduct experiments using the historical methods of psychophysics

Student Learning Outcomes:

Upon completion of this course students should:

1. Be knowledgeable of the impact of sensation and perception on psychology's development
2. Be Knowledgeable of the theoretical approaches of sensation and perception
3. Understand the importance of the brain in comprehending the five senses
4. Understand the difference between sensation and perception.
5. Be able to describe the factors that affect attention focus.
6. Be knowledgeable of recent research findings in the area of perception.
7. Should be knowledgeable and have experience with various perceptual experiments, exercises and phenomena.

Program Outcomes Met By This Course:

PSY PO-1 Utilize psychological knowledge in the understanding of self, and how it relates to others.

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: Main Texts

Goldstein, E.B. (2007). *Sensation and Perception*. (8th Ed.). Thomson & Wadsworth. (main text)

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Supplementary

Mather, G. (2016). Foundations of Sensation & Perception. (3rd Ed.)

Foley, H.J. & Mathlin, W.M. (2010). Sensation & Perception. (5th Ed.)

Supplementary Readings/Resources: Companion Web Sites

Foley Text – www.skidmore.edu/~hfoley/perception.htm

Goldstein text – http://now.irln.com/golstein_7e

Brain games – National Geographic Chanel

Brain games website – <http://braingames.nationalgeographic.com/episode/5/>

Course Grading Requirement:

- Short answer questions 15%
- Experiment 15 %
- Forums 10 %
- 4 Quizes 40 %
- Movie/Book Analysis 15%
- Participation 5%
- Total 100%**

Course Requirements:

Students will be required to:

- (i) Attend classes punctually and regularly
- (ii) Participate actively in class discussions and exercises
- (iii) Be respectful of each other during class discussions
- (iv) Complete all reading assignments in preparation for class
- (v) Avoid cell phone use unless permission is granted for class activity
- (vi) Avoid eating during class, unless permission is granted

Course Schedule:

Week	Dates	Topic	Assignment Due
1	19 th – January	Introduction to course	
	21 st	Introduction to perception	
2	26 th	Perceptual processes	
	28 th	Perceptual processes	
3	2 nd February	Neural processing	Forum # 1
	4 th	Neural processing	

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4	9 th 11 th	Cortical organization Cortical organization	Quiz 1 (neural processes)
5	16 th 18 th	Perceiving objects Perceiving objects	
6	23 rd 25 th	Visual Attention Visual Attention	Quiz 2 (cortical organization)
7	2 nd March 4 th	Taking Action Taking Action	
8	MIDTERM	March 8th to 12th	
9	16 th 18 th	Faculty Online Training	Forum 2
10	23 rd 25 th	Motion Motion	
11	30 th 1 st April	Color Color	Short Answer Questions
12	6 th 8 th	Depth & Size Depth & Size	Movie Analysis
13	13 th 15 th	Hearing Hearing	Forum # 3
14	20 st 22 nd	Speech Perception Speech Perception	Experiment
15	27 th 29 th	Cutaneous Senses Cutaneous Senses	
16	4 th May 6 th	Chemical Senses	Forum # 4 (Course Eval)

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POLICY INFORMATION

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Assignment Submission Procedure:

Please note: Your assignments will be due on a Thursday - 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.

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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.

Assignments may be tweaked somewhat from that which is presented in your syllabus. Any changes to be made will be discussed with the class before this is done.

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. Lab top use will not be permitted during lectures. It will be permitted for student presentations. Please be respectful of the opinions shared by others. Students must be present for all group presentations. Marks will be deducted accordingly.

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. Make sure to use proper grammar and spelling in online forums. Be respectful of the opinion shared by others in your forums.

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: PSYC 211 Principles and Theories of Learning
Number of Credits: 3
Days and Times: 5.30 to 6.45 PM, Mon & Wed
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): NA

Course Lecturer Name(s): Ian Baptiste
Course Director Name: Ian Baptiste

Course Lecturer(s) Contact Information: ibaptist@sgu.edu; x3651
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon & Wed: 2:00 – 5:00 PM
Course Director Office Hours: N/A

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

Course Support: Yvonne Malcolm; ymalcolm@sgu.edu; ext. 3022

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 does not present a single, incontestable conception of learning. Instead, it offers different perspectives on the phenomenon, paying attention to the applicability of each perspective in different spheres of human endeavour. Each student is then left to compare and contrast the different perspectives to arrive at a personal conceptualization of learning that s/he can defend and apply. The course uses the Flipped Classroom method of delivery. Students are expected to review the course topics prior to class and come prepared to reveal what they have learned and areas of struggle, BEFORE THE INSTRUCTOR INTERVENES. When the instructor intervenes it is to reinforce students' learning and to address gaps in students' knowledge and understanding.

Course Objectives:

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To conceptualize learning such that the phenomenon may be applied to a range of human endeavors, including but not limited to: everyday life (cooking, shopping, recreation, and so on); counseling and other psychological services; and formal education and training.

Student Learning Outcomes:

Students who successfully complete this course would be able to do the following:

1. Describe select behavioral, cognitive and developmental perspectives on learning,
2. Discuss the applicability of these perspectives to a range of human endeavors,
3. Discuss the relationship between learning, and related terms such as cognition, behavior change, maturation, development and performance, and
4. Articulate and defend their own conception of learning.

Program Outcomes Met By This Course:

Upon completion of the course, students should be able to execute the following program goal:

PO-1. Utilize psychological knowledge in the understanding of self, and how it relates to others.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: We will not be using a textbook for this course. Required readings will be provided via class handouts and postings on Sakai. You are strongly advised to take your own notes. You are more likely to succeed in this course if you supplement the lectures and course materials with your own personalized notes.

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Students are graded as follows:

- | | |
|--|-----|
| 1. Quiz 1 (MCQs) (Feb 08) | 10% |
| 2. Panel discussion (Feb 01, 17, 24) | 15% |
| 3. Midterm exam (MCQs) | 20% |
| 4. Video analysis (team assignment; Apr 12 – 28) | 30% |
| 5. Final exams (MCQs) | 25% |

Course Requirements:

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

Course Schedule:

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

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DATE	TOPIC
Week 1 Jan 18, 20	Course introduction
Week 2 Jan 25, 27	Preparation for panel discussions
Week 3 Feb 1, 3	Student Panels on Connectionism and Classical Conditioning Instructor Review of Connectionism
Week 4 Feb 08, 10	Independence Day (Feb 08, public holiday) Quiz 1 – MCQs on Connectionism
Week 5 Feb 15, 17	Instructor review of Classical Conditioning Student Panels on Operant Conditioning and Gestalt Theory
Week 6 Feb 22, 24	Instructor Review of Operant Conditioning Student Panels on Social Cognitive Theory and Genetic Epistemology
Week 7 Mar 1, 3	Instructor Review of Gestalt Theory Instructor Review of SCT
Week 8 Mar 08 -12	Midterm week – no classes Midterm exam
Week 9 Mar 15, 17	Activity Theory
Week 10 Mar 22, 24	CHAT
Week 11 Mar 29, 31	Course Review
Week 12 Apr 07	Apr 05 – Easter Monday – no class Course Review
Week 13 Apr 12, 14	Video Analysis - Team Presentations
Week 14 Apr 19, 21	Video Analysis - Team Presentations
Week 15 Apr 26, 28	Video Analysis - Team Presentations
Week 16 May 3-7	Final exams week – no classes

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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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” (p. 8).

Assignment Submission Procedure:

GUIDELINES FOR SUBMITTING WRITTEN ASSIGNMENTS

1. Submit your paper electronically, as a WORD attachment, in the designated assignment drop box on SAKAI.
2. In creating a FILE NAME, begin with your surname or (in the case of a group assignment) your group's 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, it might be names:

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Group1ProposalAbortionMay2-2014,

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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Department of Humanities and Social Sciences

GENERAL COURSE INFORMATION

Course Code and Title: PSYC 302 Abnormal Psychology
Number of Credits: 3
Days and Times: Tuesdays and Thursdays, 5:30 – 6:45 pm
Semester and Year: Spring, 2021
Classroom Location: Online
Pre-requisite(s): PSYC 206

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: By Appointment
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: By Zoom
Course Director Office Location: By Zoom

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 does not present a single, incontestable conception of learning. Instead, it offers different perspectives on the phenomenon, paying attention to the applicability of each perspective in different spheres of human endeavour. Each student is then left to compare and contrast the different perspectives to arrive at a personal conceptualization of learning that s/he can defend and apply. The course uses the Flipped Classroom method of delivery. Students are expected to review the course topics prior to class and come prepared to reveal what they have learned and areas of struggle, BEFORE THE INSTRUCTOR INTERVENES. When the instructor intervenes it is to reinforce students' learning and to address gaps in students' knowledge and understanding..

Course Objectives:

:

1. Enumerate the symptoms of the major psychiatric disorders and apply the DSM-5 diagnostic criteria to clinical scenarios in order to differentially diagnose psychiatric diseases.

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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, and in culture-specific considerations of cause, effect, and treatment.

Student Learning Outcomes:

1. Describe the pros and cons of psychiatric classification.
2. Identify and discuss ethical/legal/cultural issues related to mental disorders.
3. Differentiate among diagnoses within the diagnostic categories of mental disorders.
4. Explain how etiology informs treatment, with reference to the importance of an integrated treatment approach.

Program Outcomes Met By This Course:

PO-2 Understand and apply basic research methods in psychology including research design, data analysis, and interpretation to relevant issues in the work environment, country and wider region.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Abnormal Psychology, (2015, 13th Edition) by Ann M. Kring et al.

Supplementary Readings/Resources: Electronic versions of course notes are made available in advance on Sakai. Where appropriate, additional reference materials will be provided, and students will be advised accordingly.

Course Grading Requirement:

- Quizzes: 30%
- Individual Presentations: 15%
- Participation: 15%
- Individual Research Paper: 40%

Course Requirements:

- Students are expected to
- be prepared for class
 - offer thoughtful contributions to class discussions
 - conduct themselves in ways that are appropriate to a respectful, academic environment

Course Schedule:

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Course Week	Date	Topic	Activity
1	Jan.26	Introduction to Abnormal Psychology	
	Jan.28	Psychiatric Classifications	
2	Feb.2	Theories of Behavior	
	Feb.4	Theories and Techniques	
3	Feb.9	Laws, Ethics and Mental Illness	Guest Lecturer
	Feb.11		Quiz No. 1
4	Feb.16	Eating Disorders	
	Feb.18	Sleep – Wake Disorders	
5	Feb.23	Depressive and Related Disorders	
	Feb.25	Bi-Polar and Related Disorders	
6	Mar.2	Substance Related and Addictive Disorders	
	Mar.4		2 Presentations @ 20 mins each. Quiz No. 2
7	Mar.9 & Mar. 11	MIDTERM WEEK	
8	Mar.16	Neurocognitive Disorders	
	Mar.18		2 Presentations @ 20 mins each.
9	Mar.23	Anxiety Disorders and Traumatic Disorders	
	Mar.25		2 Presentations @ 20 mins each.
10	Mar.30	OCD and Related Disorders	
	Apr.1	Somatic, Dissociative and Related Disorders	
11	Apr.6	Personality Disorders	
	Apr.8		2 Presentations @ 20 mins each. Quiz No. 3
12	Apr.13	Gender Dysphoria and Sexual Dysfunction.	
	Apr.15	Sexual Dysfunction No. 2	
13	Apr.20	Schizophrenia and Related Disorders	
	Apr. 22		Final 2 Presentations @ 20 mins. Each.
14	Apr.27	Disruptive, Conduct and Impulse Related	
	Apr. 29	Wrap Up and Final Research Preparation	
15	May 3-7	FINAL WEEK	Research Paper due May 7.

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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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:

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Every student is entitled to full participation in class without interruption. Disruption of the class by inconsiderate behavior is not acceptable. During online classes, students are strongly encouraged to keep video cameras on. During presentations students are required to keep their video camera on.

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: PSYC307 Developmental Psychology
Number of Credits: 3
Days and Times: M,W 4.30-5.45
Semester and Year: Spring 2021
Classroom Location: On-Line
Pre-requisite(s): PSYC201, PSYC206

Course Lecturer Name(s): Dr. Justina Aire
Course Director Name: N/A

Course Lecturer(s) Contact Information: jaire@sgu.edu – Weekdays E-mail
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Weekdays – E-Mail
Course Director Office Hours: N/A

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

Course Support: Ms. Nikisha Thomas; nstthomas@sgu.edu +1 473 444 4175 x3692

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

COURSE CURRICULUM INFORMATION

Course Description:

This course surveys the major areas of lifespan developmental psychology - the science of individual human development. The course emphasizes an understanding of the important methods, terms, theories, and findings in the field of lifespan psychology.

Course Objectives:

1. Learn and gain mastery of the basic facts and current research findings, terminology, principles, and theories important in the various areas of lifespan developmental psychology.
2. Develop understanding, skills, and techniques for analyzing human behavior throughout

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the life span using scientific methods.

3. Develop a basic understanding of the interaction between genetic and environmental influences on human development.
4. Analyze current issues and controversies in the field of developmental psychology.

Student Learning Outcomes:

1. Develop an understanding of major areas of lifespan developmental psychology
2. Analyze the science of individual human development
3. Use the important methods, terms, theories, and findings in the field of lifespan psychology in research

Program Outcomes Met By This Course:

PSY PO. Utilize psychology knowledge in the understanding of self, and how one relates to others.

SAS Grading Scale: Grades will be assigned as follows:

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

Course Materials:

Text: Development Across the Life Span :Feldman : Pearson 7 ed : 2013 :New International Edition Paperback

Recommended Texts:

1. Butterworth G. Developmental Psychology: A student Handbook
2. Lemme, Barbara Hanson (2005) Development in Adulthood (4tn Ed.)
3. Slater, Allan (2003) An introduction to Developmental Psychology

Supplementary Readings/Resources: Other Recommended References and Reading Materials:

- American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: APA.
- www.psychologicalscience.org - HR division of the American Psychological Society
- www.apa.org - American Psychological Association
- www.mydevelopmentalab.com

Course Grading Requirement:

1. Five in-term quizzes (50%)
2. Term Paper (20%)
3. Final examination. (30%)

Course Requirements:

ASSESSMENT PROCEDURE

1. Attendance, Punctuality and Participation. That is:
 - i. Be in class every scheduled session. Absence in peer Scheduled Presentation attracts a loss of marks; (2 points)

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- ii. Be in all scheduled classes within 10 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 Beginnings – Introduction to Lifespan Development
WEEK 2	The start of Life – Prenatal Development and Birth and the Newborn Infant - Quiz 1
WEEK 3	Foundations of Life: - Physical Development in Infancy, Cognitive Development in Infancy and Social and Personality Development in Infancy
WEEK 4	Quiz 2 - The Pre-School Years - Physical and Cognitive Development
WEEK 5	Social and Personality Development in the Preschool years
WEEK 6	Quiz 3 - The Middle Childhood years - Physical and Cognitive Development
WEEK 7	Social and Personality Development in Middle Childhood
WEEK 8	Midterm Examination Week – No Mid-term Course Examination
WEEK 9	Quiz 4 – Adolescence - Physical and Cognitive Development
WEEK 10	Social and Personality Development in Adolescence
WEEK 11	Quiz 5 – Preparation for Presentation of Group Project
WEEK 12	Presentation of Group Project Begins and continues
WEEK 13	Presentation of Group Project Continues
WEEK 14	Presentation of Group Project Continues
WEEK 15	Endings: Death and Dying and Preparation for Final Examination
WEEK 16	Final Examination Week - 2 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 20/4/21

N. B. An authenticated non-compliance with team work shall be penalized with no marks.

All given Assignments must be submitted electronically (jaire@sgu.edu) by April 20, 2021. Late submission of assignments, as stated above, will attract a hefty penalty.

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

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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 316 Health Psychology
Number of Credits: 3
Days and Times: Tuesdays and Thursdays 2:30 PM to 3:45 PM
Semester and Year: Spring 2021
Classroom Location: Online via Zoom
Pre-requisite(s): PSYC 201

Course Lecturer Name(s): Donnette Narine, M.A.
Course Director Name: N/A

Course Lecturer(s) Contact Information: dnarine1@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Wednesdays (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. Nikisha Thomas, nstomas@sgu.edu, ext. 3692

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

COURSE CURRICULUM INFORMATION

Course Description:

This course provides an introduction to the exciting field of health psychology. We will look at the contributions of the discipline of psychology to the promotion and maintenance of health, as well as prevention and treatment of illness. Special emphasis will be placed on stress and coping, health habits, and issues surrounding use of health services. This course will encourage students to apply knowledge from health psychology to improve their life and the lives of others.

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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. Vocabulary Quizzes | 5% |
| 3. Body's Physical Systems Presentation | 5% |
| 4. Learning Journey Forum (x2) | 10% |
| 5. Well-being Project | 10% |
| 6. Exams (x4) | 60% |

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Course Requirements:

Students will be required to

- be prepared for class
- contribute thoughtful ideas to class discussions in Standard English
- conduct themselves in ways that are appropriate to a respectful, academic environment

Course Schedule:

PSYC 316 Spring 2021

WK & DATE	TOPICS	ACTIVITIES	CH.
1 T, J19 R, J21	Course Introduction		
2 T, J26 R, J28	Overview of Psychology and Health	Ch. 1 Vocab Quiz	1
3 T, F2 R, F4	Stress: Its, Meaning, Impact, and Sources	Ch. 3 Vocab Quiz	3
4 T, F9 R, F11	Chapter 2 Group Presentation: The Body's Physical Systems	Ch. 2 Vocab Quiz	2
5 T, F16 R, F18	Stress, Biopsychosocial Factors and Illness	Ch. 4 Vocab Quiz Exam 1 (Ch.1-3)	4
6 T, F23 R, F25	Coping with and Reducing Stress	Ch. 5 Vocab Quiz LJ Forum #1	5
7 T, M2 R, M4	Health-Related Behavior and Health Promotion	Ch. 6 Vocab Quiz	6
8 Mar. 8-12	MIDTERM WEEK	Exam 2 (Ch. 4-6)	
9 T, M16 R, M18	Substance Use and Abuse	Ch. 7 Vocab Quiz	7
10 T, M23 R, M25	Nutrition, Weight Control, etc.	Ch. 8 Vocab Quiz	8

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11 T, M30 R, A1	In the Hospital: The Setting, Procedures, and Effects on Patients	Ch. 10 Vocab Quiz	10
12 T, A6 R, A8	Using Health Services: Patient-Practitioner Relationship	Ch. 9 Vocab Quiz LJ Forum #2	9
13 T, A13 R, A15	Well-being Project: Questionnaire Creation	Exam #3 (case studies)	
15 T, A20 R, A22	Well-being Project: Interviews		
14 T, A27 R, A29	Well-being Project: Presentations		
16 May 3-7	FINAL EXAM WEEK	Exam 4 (Ch. 7-10)	

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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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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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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: PSYC405 Essentials of Psychological Testing
Number of Credits: 3
Days and Times: M,W, 2.30-3:45 P.M.
Semester and Year: Spring 2021
Classroom Location: ZOOM - ONLINE
Pre-requisite(s): PSYC 201, 206, 307, MATH 102 & Senior Status

Course Lecturer Name(s): Dr. Justina Aire
Course Director Name: N/A

Course Lecturer(s) Contact Information: jaire@sgu.edu
Course Director Contact Information: N/A
Course Lecturer Name(s): Dr. Justina Aire
Course Director Name: N/A

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

Course Lecturer(s) Office Hours: On-line – Send a Mail **Weekdays - (jaire@sgu.edu)**
Course Director Office Hours: N/A

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

Course Support: Ms. Nikisha Thomas; nstomas@sgu.edu +1 473 444 4175 x3692

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

COURSE CURRICULUM INFORMATION

Course Description:

This course covers the basic concepts of psychological testing and assessment as it applies to the work of Counselors and Therapists. It will teach the ethical and appropriate uses of assessment instruments, as well as possible misuses. Students will be encouraged to think critically about how testing is used, and what subtle dominant cultural biases may be built into test designs. Students

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will also be introduced to intelligence and ability testing, personality testing, and career interest testing.

Course Objectives:

1. Develop an understanding of the historical, legal, and ethical considerations of Psychological Testing and Assessment
2. Develop an understanding the basics of the science of psychological measurement Including basic statistics
3. Develop an understanding of the various methods and instruments used in Measuring personality
4. Develop an understanding of the role of psychological testing and assessment in a variety of professional settings

Student Learning Outcomes:

1. Develop the ethical and appropriate uses of assessment instruments, as well as possible misuses
2. think critically about how testing is used, and what subtle dominant cultural biases may be built into test designs
3. Develop an understanding of intelligence and ability testing, personality testing, and career interest testing

Program Outcomes Met By This Course:

PSY PO-1. Utilize psychology knowledge in the understanding of self, and how one relates to others.

SAS Grading Scale: Grades will be assigned as follows:

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

Text: Required TEXT BOOK
Psychological Testing
History, Principles and Applications
Pearson : Global Edition: 7th Edition
Robert J, Gregory
ISBN 10: 1 292-05880-3
ISBN 13: 978-1-292-05880-1

Recommended Texts

E. Neukrug & R. Fawcett, Essentials of Testing & Assessment: A Practical Guide for Counselors, Social Workers and Psychologists, (2006). Thompson Publications.

Title : Understanding psychological testing by Jackson, Charles
Published: Leicester British psychological Society 1996

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ISBN: 1854332007
ISBN: 9781854332004

Supplementary Readings/Resources:

Other Recommended References and Reading Materials:

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.
- www.psychologicalscience.org - HR division of the American Psychological Society
- www.apa.org - American Psychological Association
- www.mydevelopmentalab.com

Course Grading Requirement:

1. Attendance, Punctuality and Participation. That is:
 - i. Be in class every scheduled session. **Absence in peer Scheduled Presentation attracts a loss of marks. (02 Points)**
 - ii. Be in all scheduled classes within 05 Minutes of the start of class, latest.
 - iii. Participate in the classroom discussions in a way that
 1. demonstrates an understanding of the required reading, and
 2. display ability to engage in meaningful academic discourse about the topics of the day.
2. Five in-term quizzes (50%)
3. Term Paper (20%)
4. Final examination. (30%)

Course Requirements:

Course Schedule:

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COURSE OUTLINE - PSYC405 Essentials of Psychological Testing

WEEK 1	Introductory Meeting and general introduction to the course
WEEK 2	Implementation and Attributes of Psychological Testing: Topics: 1A and 1B
WEEK 3	Quiz 1 (Chapter 1) & The origins of Psychological Testing: Topic 2A
WEEK 4	Independence Holiday & Topic 2B: Testing from the early 1900s to the present
WEEK 5	Quiz 2 (Chapter 2) & Norms and Reliability: Topic 3A – Norm & Test Standardization
WEEK 6	Topic 3B - Concepts of Reliability & Validity and Test Construction
WEEK 7	Quiz 3 Chapter 3) & Topic 4A Basic concepts of validity and Topic 4B – Test Construction
WEEK 8	Midterm Week - No Examination

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- WEEK 9 Intelligence and Achievement: Theories and Tests - Topics 5A and 5B
- WEEK 10 **Quiz 4** (Chapter 4 or 5) - Ability Testing: Group Tests Topic 6A
- WEEK 11 Chapter 6 continues - Group Tests and Ability Related Concepts Chapter 6: Ability Testing: Group Tests Topics 6A & B.
- WEEK 12 **Quiz 5** (Chapter 6) - Chapter 7: Assessing Special Population: Infant, Preschool and Persons with Disabilities
- WEEK 13 Chapter 7: Assessing Special Population: Infant, Preschool and Persons with Disabilities - Continues
- Presentation of Project to begin and continue from selected chapters: Chapters 8; and 9.
- WEEK 14 Presentation of Project Starts and Continues
- WEEK 15 Individual / group Examination revision
- WEEK 16 **Final Examination** - Two randomly selected untested/unpresented chapters.

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Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PSYC408 Industrial and Organizational Psychology
Number of Credits: 3
Days and Times: T,Th 1-2.15
Semester and Year: Spring 2020
Classroom Location: ZOOM - Online
Pre-requisite(s): PSYC 201, 206, 307, MATH 102 & Senior Status

Course Lecturer Name(s): Dr. Aire
Course Director Name: N/A

Course Lecturer(s) Contact Information: jaire@sgu.edu – E-mail
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Weekdays via E-mail
Course Director Office Hours: N/A

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

Course Support: Ms. Nikisha Thomas; nstomas@sgu.edu +1 473 444 4175 x3692

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

COURSE CURRICULUM INFORMATION

Course Description:

This course introduces students to the use and application of psychology in the workplace. Industrial/Organizational Psychology (I/O) is the application and study of human behavior in the workplace and organizations. I/O psychology as a discipline is concerned with recruitment, selection, training, motivation, job performance, teamwork, leadership, job attitudes, and many more related topics. This course provides an overview of the field including research and practical application in I/O psychology. Topics include job analysis, employee selection and appraisal, worker issues, workplace characteristics and organizational issues.

Course Objectives:

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1. Explain the various types and uses of selection, training, and performance appraisal systems and their relationships to job analysis
2. Define and explain the relationships among theories of leadership, group processes, motivation and satisfaction
3. Explain the relationship between organizational psychology theories and organizational development practices
4. Apply the principles of I/O psychology to workplace problems
5. Conduct a simple job analysis, including development of training needs, performance dimensions, and selection specifications
6. Discuss relevant legal issues as they apply to the practices of I/O psychologists

Student Learning Outcomes:

1. Use and apply psychology in the workplace
2. Study of human behavior in the workplace and organizations
3. Analyse psychology as a discipline concerned with recruitment, selection, training, motivation, job performance, teamwork, leadership, job attitudes, and many more related topics

Program Outcomes Met By This Course:

PSY PO- 1. Utilize psychology knowledge in the understanding of self, and how one relates to others.

SAS Grading Scale: Grades will be assigned as follows:

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

semer

Course Materials:

Text: Schultz, D. & Schultz, S.E. (2010). **Psychology and Work Today** (10th ed.). Upper Saddle River, NJ: Prentice Hall.

Recommended Texts

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.
- Dunnette, M. & Hough, L. (Eds.) (1990). *Handbook of industrial and organizational psychology* (2nd ed.). Palo Alto, CA: Consulting Psychologists Press
- Muchinsky, P. M. (2006). *Psychology applied to work* (8th ed). Belmont, CA. Thomson Learning. ISBN 0-534-60781-0
- *Academy of Management Review*
- *International Journal of Selection and Assessment*
- *Journal of Occupational and Organizational Behavior*
- *Journal of Organizational Behavior*
- *Journal of Business and Psychology*

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

ASSESSMENT PROCEDURE

Attendance, Punctuality and Participation. That is:

- i. Be in class every scheduled session. Absence in peer Scheduled Presentation attracts a loss of marks (2 Points).
- ii. Be in all scheduled classes within 05 Minutes of the start of class, latest.
- iii. Participate in the classroom discussions in a way that demonstrates an understanding of the required reading, and display ability to engage in meaningful academic discourse about the topics of the day.

Course Grading Requirement:

1. Five in-term quizzes (50%)
2. Term Paper (20%)
3. Final examination. (30%)

Course Requirements:

- Full participation expected in all class discussions.
- Full attendance required for all class presentations.
- Laptop use prohibited except for specific class purposes.
- Students completing other course assignments in class will be asked to leave.
- All late assignments will be assigned a 1 point penalty for each day of non-submission, unless previously receiving an extension.
- Extensions will be given at lecturer's discretion.
- No adjustments on grades will be done after last day of the term.
- Please extend respectful courtesy in class where it is due.
- Plagiarized papers will receive zero points.
- No eating and drinking will be allowed in class.
- No cell phones or pagers should be used in class.

Course Schedule:

WEEK 1:	Introductory Meeting and general introduction to the course
WEEK 2:	Chapter 1 - Principles, Practices & Problems in I/O Psychology & Chapter 2 – Techniques, Tools, and Tactics
WEEK 3:	Quiz 1 (Chapters 1/2) – Chapter 3 - Employee Selection Principles and Techniques
WEEK 4:	Chapter 4 - Psychological Testing & Video and Peer discussion
WEEK 5:	Quiz 2 (Chapters 3/4) - Chapter 5 - Performance Appraisal
WEEK 6:	Chapter 6 - Training & Development & Video on Training Process
WEEK 7:	Quiz 3 (Chapters 5/6) – Chapter 7 - Leadership
WEEK 8:	Midterm Week - No Examination
WEEK 9:	Chapter 8 - Motivation, Satisfaction, and Job Involvement & Video on Leadership in the Workplace
WEEK 10:	Quiz 4 (Chapters 7/8) - Chapter 9 -The Organization of the Organization
WEEK 11:	Chapter 10 - Working Conditions & Video on Emotional Intelligence
WEEK 12:	Quiz 5 (Chapters 9/10) - Preparation for Presentation of Group Projects
WEEK 13:	Chapter 11 - Employee Safety and Health Issues & Chapter 12 - Stress in the Workplace
WEEK 14:	Chapter 13 Engineering Psychology & Chapter 14 Consumer Psychology
WEEK 15:	Course Review, and Integration
WEEK 16:	Final Examination - Two randomly selected untested & unrepresented chapters

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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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“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

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

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

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

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

Attendance Policy:

Attendance Requirement

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

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

Examination Attendance

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

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

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

Student Accessibility and Accommodation Services Policy:

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

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

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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

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



St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PSYC 410 Psychology Field Experience
Number of Credits: 3
Days and Times:
Semester and Year: Spring 2021
Classroom Location: ONLINE
Pre-requisite(s): Senior Standing

Course Lecturer Name(s): Novia John
Course Director Name: Novia John

Course Lecturer(s) Contact Information: ext. 3331 / njohn@sgu.edu
Course Director Contact Information: ext. 3661, 456-1744

Course Lecturer(s) Office Hours: Mon.12 noon–2 PM; Tues.10:30–1:30 PM; Wed.10 - 1 PM
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Bldg. G (upper floor)
Course Director Office Location: Ballsier Bldg. G (upper 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:

The Psychology Field Experience course is an experiential learning course that helps students understand and appreciate the role of psychology in the workplace. Students will complete 40 hours of supervised, voluntary practical work in a community workplace setting in which psychological principles and applications can be applied. The course provides a bridge between classroom learning and practical application of psychology. It enables students to gain first-hand experience in a real-life setting. Students will identify and evaluate psychological phenomenon related to such areas as biology/neuroscience; perception; learning and memory; motivation and emotion; development; personality; social psychology; stress and psychological disorders, and will perform their duties being mindful of best practices. Students will also meet for two hours every

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other week with the Field Experience course instructor (total of 5 hrs.) to discuss and analyze psychological principles and phenomena emerging from their work.

Course Objectives:

On completion of the course, students will:

1. be better able to apply psychology in a workplace setting
2. be familiar with specific vocabulary, procedures and tools related to the field site
3. have developed increased confidence in their interactions with professionals
4. have a deeper appreciation for the role of psychology in work settings
5. have gained some professional expertise through their specific functions and activities at the work site

Student Learning Outcomes:

Upon completion of this course, students should be able to execute the following program goals:

1. Be professional in a work-site placement
2. To synthesize, explain and apply information from various psychology courses
3. Be able to critically analyze behavioral phenomena in a work environment
4. Develop advanced presentation skills
5. Demonstrate excellent written and oral communication skills

Program Outcomes Met By This Course:

Upon completion of this course, students should be able to execute the following program goals:

1. Utilize psychological knowledge in the understanding of self, and how it relates to others.
2. 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
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: TBA

Supplementary Readings/Resources: Various readings assigned.

Course Grading Requirement:

Course Assessment	Weighting
Discussion/Analysis Sessions	25%
Time Sheets/Activity Logs	10%
Field Experience Presentation	50%
Work Site Evaluation	15%

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Course Requirements:

Senior standing.

Course Schedule:

Wk Activity

- 1
 - Course introduction (outline, grading policy, etc.)
 - Indication of preferred placement
 - Confidentiality Agreement
 - APA Review
- 2 Lecture: Industrial Organizational Psychology in the Workplace

Field Experience Agreement Form (signing)

- Progress Reports and Time Logs Guidelines
 - Protocol Training: Do's and Don'ts in the workplace setting (workshop training)
- 3 Lecture: A Day in the Life of a Counselor

Online Forum 1

Due in SAKAI

- 4 Field Work at Site
Progress Reports and Time Logs
 - 5 Field Work at Site
Progress Reports and Time Logs
 - 6 Field Work at Site
Progress Reports and Time Logs
 - 7 Field Work at Site
Progress Reports and Time Logs
 - 8 Field Work at Site (subject to exam schedule)
Progress Reports and Time Logs
- MIDTERM WEEK Turn in log sheets from pre-midterm
- 9 Field Work at Site
Progress Reports and Time Logs
 - 10 Field Work at Site
Progress Reports and Time Logs
 - 11 Field Work at Site or Guest Lecturer
Progress Reports and Time Logs
- Online Forum 2
- Due in SAKAI
- 12 Field Work at Site or Guest Lecturer
Progress Reports and Time Logs
 - 13 FINAL FIELD WORK PRESENTATIONS (4) Turn in log sheets for post-midterm
 - 14 FINAL FIELD WORK PRESENTATIONS (4) Turn in log sheets for post-midterm
 - 15 FINAL FIELD WORK PRESENTATIONS (3) Turn in log sheets for post-midterm
 - 16 FINAL EXAMS WEEK

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Assignment Submission Procedure:

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 incidences of academic dishonesty will result in failing the assignment, the course and/or possible disciplinary action by the Dean of Students office.

ATTENDANCE AND DEADLINES

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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.

- attendance is expected, and students are to be on time for class
- written papers are due on time; 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:

COURSE CHANGES

It is anticipated that the course will follow the schedule outlined here, but adjustments may be made based on what actually happens in class. It is each student's responsibility to check with the instructor after an absence to see if assignments have changed.

Remaining in the course after being informed about this syllabus will indicate that you accept the syllabus as written and understand that you are responsible for adhering to any policies, procedures and evaluations written (including updates) herein.

MISSED CLASSES

Students will be marked absent for missed classes, which will affect their overall attendance score. If a class is to be missed for reasons beyond the student's control, the student must apprise the instructor of such beforehand in order to avoid penalization. Students who do not declare themselves present after the attendance has been taken will be marked absent. Students who attend class for only a short period of the total class time will be marked absent.

MISSED COURSEWORK

Students are responsible for keeping up with all coursework. Students should consult SAKAI to get an overview of what was missed.

CELL PHONES & LAP TOPS

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technology that could disrupt the class. (Cell phones may be put on silent mode.) Students are prohibited from texting, listening to i-phones, i-pods or other technologies requiring headphones. Students are not permitted to wear headphones or work on laptops during lectures. All laptops must remain closed. However, such devices may be used, as necessary, by students during the delivery of their presentations.

STUDENTS WITH DISABILITIES AND SPECIAL CHALLENGES

A student who has a disability or 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.

EXAMINATIONS

All students must abide by the University's examination protocol policies.

N.B. It is your responsibility to read and understand the policies, laws, rules and procedures that could affect your grade for the course, specifically outlined in the course syllabus. These are contained in the St. George's University Students' Manual.

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Policy/Procedure Related to the Department:

N/A

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Introduction to Psychopathology

PSYC 411



St. George's University

Grenada, West Indies

Spring 2021

PSYC 411 Course Syllabus

Version of January 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	Dean of Basic Sciences Office: Academic Advising, Support and Development Unit	rwaechte@sgu.edu

Teaching Faculty

Meet the Faculty

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

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



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

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

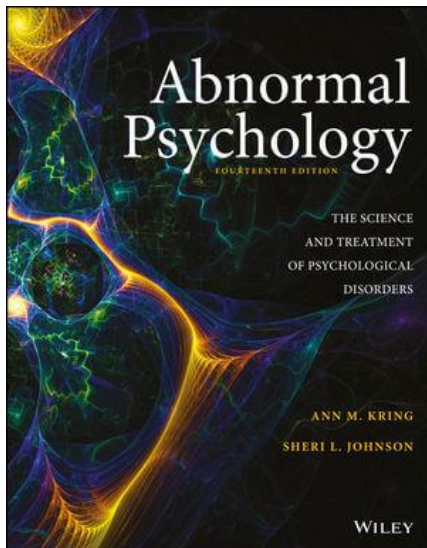
COMMUNICATION (including Announcements), COURSE TOOLS (including Syllabus, Resources, Tests & Quizzes, Gradebook), and a link to Lecture Recordings.

To login, go to [myCampus Secure Login \(Carenage\)](#), type in your user ID and password, and click on MyCourses.

Electronic Resources

Distribution of course material is in electronic format. In accordance with Committee for Technology-based Teaching and Learning (CTTL) recommendation, students are provided with unlocked PDF files, which may be annotated for personal use. This format facilitates active learning, as it allows highlighting and annotations, using a variety of platforms, operating systems, and annotation software. Copyright restrictions regarding the duplication of materials apply (see copyright statement above). The Resources folder contains multiple subfolders in which students will find course material.

Recommended Textbook



Abnormal Psychology: The Science and Treatment of Psychological Disorders (2018, 14th Edition)

by Ann M. Kring and Sheri L. Johnson.

Required Electronic Equipment

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and ensure that it is up to date and equipped for the SGU wireless network at all times.

Clickers

An Audience Response System (TurningPoint) is used as a formative assessment method during live sessions. Students are recommended to respond to questions using the web browser (tpoll.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 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

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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 are examinable.

Interactive Multiple-Choice Question (IMCQ) Sessions

Interactive Multiple-Choice Question (IMCQ) sessions aim to enhance a student's test-taking skills and increase their exposure to USMLE-style-multiple-choice single-best-answer questions, which is the standard style for all electronic examinations at St George's University School of Medicine. These sessions strive to improve students' approach to answering MCQs and emphasize the link between questions and course objectives. As a learning tool, IMCQs provide students with valuable formative feedback enabling them to modify their approach to learning course content and to identify weaknesses that require remediation.

There are 4 non-credit IMCQs during the semester. They comprise approximately 15 questions. Each question is presented for 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 Sunday. Students should refer to the official schedule of course activities. E-Soft quizzes are open-book and taken anytime and at any venue within the available window that the quiz is available to complete.

Content: Each E-Soft quiz contains 10 questions. The content of E-Soft quizzes is similar 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

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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)

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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%

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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
- Define vicarious learning.
- Describe the major principles underlying the psychodynamic perspective of human behavior.
- Differentiate the actions of the id, ego, and superego.
- Identify the defence mechanism that best explains a given behavior.

Treatment Techniques I

- Define psychotherapy.
- Describe the technique of cognitive therapy.
- Describe the techniques of behavioral therapy.
- Distinguish between the techniques of systematic desensitization, exposure therapy, and flooding.
- Describe a token economy and identify the operant principles utilized.
- Describe aversion therapy, including covert sensitization.
- Describe the process of biofeedback.
- Describe vicarious learning.
- Describe the general features of psychodynamic therapy.

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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)
- Differentiate between the Somatic Symptom & Related Disorders based on clinical symptomatology
- State the cause of Somatic Symptom & Related disorder

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- 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.
- Describe the epidemiology, associated features, onset, Course and outcome of schizophrenia.

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- 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.
- Identify and describe the 3 major clusters of Personality Disorders.

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- 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.

PSYC 411 Course Syllabus

- 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.

PSYC 411 Course Syllabus

- 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.

PSYC 411 Course Syllabus

- 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

PSYC 411 Course Syllabus

- 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 Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: PSYC 412 History & Systems of Psychology
Number of Credits: 3
Days and Times: Tue & Thursday 11:30 AM – 12:45 PM
Semester and Year: Spring / 2021
Classroom Location: N/A
Pre-requisite(s):

Course Lecturer Name(s): Mr. Josh Hector (MSc.)
Course Director Name: N/A

Course Lecturer(s) Contact Information: 473-409-5189 / jhector@sgu.edu
Course Director Contact Information: N/A

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

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: Ms. Nikisha S. 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 examines psychological thought from ancient Eastern and Western cultures, the Roman Empire, the Middle Ages, and Renaissance. The focus will be on intellectual traditions that contributed to the formal founding of psychology as an independent discipline. Trends that followed psychology's formal founding in the late 1870's will be explored, along with major trends in scientific and professional psychology from the latter half of the 20th century to the early 21st century.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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:

History of psychology courses are often required at the undergraduate and graduate levels in programs of psychology. Principally such courses serve an integrating function, organizing what one has learned in previous psychology courses into a better conceptual understanding. As such, few courses, if any, can offer as much as the history of psychology course can in terms of an increased awareness of the roots of contemporary psychology. Indeed, the history course offers the best foundation for understanding the present. Further, the history of psychology course can teach us many lessons such as the continuity of ideas, the role of the Zeitgeist in history, and the existence of psychology in the broader contexts of science and society. In addition to an appreciation of our past and an understanding of the present, you should learn some humility for your own views and increase your tolerance for the views of others.

Student Learning Outcomes:

At the end of the course, each student should be able to:

1. **Trace** the intellectual history of Western Europe
2. **Demonstrate** an appreciation for the evolution of western thought from the time of antiquity
3. **Evaluate** the major themes of psychological inquiry which were first introduced by Greek scholars
4. **Analyze** the major systems of psychology in the 20th and 21st centuries
5. **Discuss** the key figures and concepts in psychology's 1st schools
6. **Evaluate** the effects of evolutionary theory on modern psychology
7. **Assess** the contributions and limitations of behaviorism, neo-behaviorism, Gestalt, psychoanalysis, and humanism.
8. **Discuss** contemporary movements in psychology
9. **Expand** the knowledge of the contributions of women and ethnic minorities to the field of psychology
10. **Display** competence in research and writing in APA style
11. **Identify** career options within psychology after analyzing a range of theoretical perspectives and systems.

Program Outcomes Met By This Course:

PO-1 - Utilize psychological knowledge in the understanding of self, and how one relates to others.

PO-2 - Employ relevant psychological skills and attitudes to recognize and assist where appropriate, persons with cognitive, emotional, or behavioral needs.

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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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: Brennan, J.F. (2014). History and systems of psychology (6th ed.).

Supplementary Readings/Resources: To be provided during the course of the semester.

Course Grading Requirement:

Evaluation Criteria	Percentage of Grade
Individual Essays (2)	40%
Group Final Paper & Presentation	25%
Blogs (4)	10%
Quizzes	20%
Attendance	5%
*TOTAL	100%

Course Requirements:

Reading

You will be required to stay on top of all prescribed reading throughout the course duration.

Blogs

A total of 4 blogs will be posted on SAKAI, for which you will be required to leave substantial contributions and respond to at least one of your classmates.

Introspection Paper

In this paper you will be required to examine your personality in relation to one aspect of ancient psychological thought. Does the concept in question comprehensively account for your personality? If not, what is missing? Should this concept be accepted wholesale in modern psychological thought?

Concepts to be posted on SAKAI. Paper should be four (4) double-spaced pages written using APA style, not including cover page and references.

Women & Minorities Paper

This paper will focus on the contribution of women and/or minorities in the history of psychology. You may choose a specific person or a group and discuss their contribution including the challenges that they faced as well as how their contribution has influenced psychology as we know it today.

This paper should be four to six (5 - 6) double-spaced pages, APA style, not including cover page and references.

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Group Final Paper & Presentation

To be determined. Presentation guidelines to be posted on SAKAI.

Quizzes

You will be required to complete a midterm and final quiz within the allotted time. Quizzes to be posted on SAKAI.

Class attendance and participation

Apart from rare cases of emergency, it is of paramount importance that you attend and make meaningful contributions to your lectures.

Course Schedule:

HISTORY & SYSTEMS OF PSYCHOLOGY LECTURE OUTLINE*

Week	Dates	Topic	Assignment Due
1	18 th 20 th 22 nd	Introduction to course Historiography/Critical Issues Historiography/Critical Issues (cont'd)	Form 1
2	25 th 27 th 29 th	Ancient Psychological Thought	
3	1 st 3 rd 5 th	The Roman Period & Middle Ages	
4	8 th 10 th 12 th	Independence The Renaissance	
5	15 th 17 th 19 th	Empiricism & Associationism	Forum 2
6	22 nd 24 th 26 th	Utilitarianism & Rationalism	
7	1 st 3 rd 5 th	Mechanization & Quantification	

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			Introspection Paper
8	MIDTERM	March 8th to 12th	Quiz 1 (11 th)
9	15 th 17 th 19 th	Class Activities The History of Black Psychology	
10	22 nd 24 th 26 th	Psychophysics & The Formal Founding of Psychology	
11	29 th 31 st 2 nd April	Functionalism, Behaviorism & Other Behavioral Theories	
12	5 th 7 th 9 th	Good Friday Gestalt Theory	
13	12 th 14 th 16 th	Easter Monday Psychoanalysis	Women & Minorities Paper
14	19 th 21 st 23 rd	The Rise of Contemporary Psychology (Cognitive Therapy & Transactional Analysis)	<ul style="list-style-type: none"> - Group Paper & Presentation - Forum 4 (Exit)
15	26 th 28 th 30 th	Final Exams	Quiz 2 (29 th)
16	3 rd 5 th 7 th	Final Exams	

Please note: Your assignments will be due on a Friday

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” (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:

All assignments must be submitted on time on the due date. Five marks will be deducted for each day subsequent to the due date for late assignments. All assignments must be submitted to either the drop box or in person at my office. Assignments will not be accepted via email.

Classroom/Online Etiquette Procedure:

Students must be respectful of each other in online forums, and must use language appropriate for that platform. More information will be given in class about this

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your grade for a course, have not been specifically outlined in the course syllabus. These are contained in the *St. George's University Student Manual*.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.



St George's University
School of Arts and Sciences
Department of Humanities & Social Sciences

Course Code and Title: PSYC 413 Psychology: A Caribbean Perspective

Semester and Year: Spring 2020

No. of Credits: 3 credits

Pre-requisite(s): Senior Standing (all 200 & 300 level courses)

Classroom Location: Online

Course Director Name: Ian Baptiste
Course Director Contact Information: ibaptist@sgu.edu; x3651
Course Director Office Hours: Mon & Wed: 12:30 – 2:00 PM; 4 – 5 PM

Co-Instructor Name: Hazel Da Breo
Co-Instructor Contact Information:
Co-Instructor Office Hours:

COURSE DESCRIPTION

This course will examine the impact of Caribbean culture as a whole on the psychological make-up of its people. It will highlight how the region's history has shaped identity. Common psychological issues faced by individuals of each gender will be considered. Similarly, age-specific issues will be assessed. Standards in the region of normal versus abnormal behavior will be studied. Subcultures in the region will be identified and their psychological impact on society will be gauged. By focusing on these key issues, the course will trace personality development among Caribbean peoples.

LEARNING OBJECTIVES

Student will review and discuss:

1. How the historical context of the Caribbean contribute to the psychological development of Caribbean peoples,
2. Select psychological theories to ascertain how they apply to Caribbean bio-psychosocial development,
3. Development issues affecting children in the Caribbean,
4. Issues affecting Caribbean Adolescents,
5. Gender-specific issues affecting Caribbean men and women (including LGBTQAI)
6. The role of Race, Color, Social Status and their implications for Psychological Development of Caribbean Peoples
7. Caribbean Subcultures and their implications for Psychological Development of Caribbean Peoples,
8. Religion in the Caribbean and its Psychological Implications for Caribbean Development, and
9. Ageism and its impact in the Caribbean aging population

RATIONAL

Caribbean people are known on the world scènè to be a people of little resources but have made outstanding contributions in all spheres of life. They are also know for what Caribbean people call Anancism that is their ability to cut through red tapes and circumvent rules to achieve goals that would otherwise seem insurmountable. Caribbean Peoples while known for their resilience, scholarship, and entrepreneurial abilities are also known for corruption, violence, and don manship. Over the years Caribbean students study psychology from a European, American Perspective, studying psychology as it applies in Caribbean Context is an imperative and so it is very important that Caribbean Psychology students study material that attempts to rationalize, explain or explore the Caribbean personality.

GRADED ASSIGNMENTS

- TBD

COURSE SCHEDULE

Week/Topic/Activity/Faculty
Week 1: Introduction and Overview of the Course (Baptiste, Da Breo)
Week 2: The Historical Context of the Caribbean - Understanding Plantation Society and its Influence on Caribbean Society (Baptiste) <ul style="list-style-type: none">○ Slavery○ Indentured Immigration○ Modern Immigrants○ One Caribbean - Multicultural Experiences<ul style="list-style-type: none">✓ East Indians✓ Whites✓ Blacks✓ Syrians✓ Others <p>Suggested readings: Book: "Emancipation Still Coming"</p>
Week 3: Religion in the Caribbean - Psychological Implications for Caribbean Development (Baptiste/Da Breo) <ul style="list-style-type: none">○ Values formation○ Beliefs Systems its impact on psychological development○ Perceptions○ Process of acculturation○ The relationship between religion and behaviors <p>Christianity in the Caribbean</p> <ul style="list-style-type: none">○ Understanding the Concept of Anancism in Caribbean Psychology○ Christianity and Anancism in the Caribbean Psychological Dissonance<ul style="list-style-type: none">✓ Brother Anancy-Who is he?✓ Anancism its Relevance to Slave Society✓ Anancism Psychological Impact on Modern Caribbean Society <p>Suggested readings: Book "Religion and Race"; "Christianity in the Caribbean"; Anancism & Christianity</p>
Week 4: Theoretical Perspective in Childhood Development in the Caribbean (Da Breo) <ul style="list-style-type: none">○ Psychological Theories: Understanding How to Apply:<ul style="list-style-type: none">✓ Psychosocial, Psychosexual, Social Learning, Cognitive Theories to Caribbean Childhood Development.✓ Developing Caribbean Theories of Development <p>Suggested readings:</p>

Week/Topic/Activity/Faculty
<p>Week 5: The Caribbean Child (Da Breo)</p> <ul style="list-style-type: none"> ○ Family forms and their impact on Psychological Development ○ Parenting Style ○ Psychological Issues Affecting Children in the Caribbean ○ Sexual, Physical Abuse, Emotional Abuse, Barrel Children <p>Suggested readings:</p>
<p>Week 6: Issues Affecting Caribbean Adolescents (Da Breo/Baptiste)</p> <ul style="list-style-type: none"> ○ Identity Formation ○ Delinquency ○ Gender Issues ○ Homosexuality ○ Learning Disabilities ○ - Drug Abuse <p>Suggested readings:</p>
<p>Week 7: Issues Affecting Caribbean Men (Baptiste)</p> <ul style="list-style-type: none"> ○ Issues Affecting Caribbean Boys <ul style="list-style-type: none"> ✓ Absentee Fathers ✓ Non-Achievement ○ Marginalization of Caribbean Men - Psychological Implication For Caribbean Family And The Society <p>Suggested readings: Books: “Learning To Be a Man” & “Men at Risk”</p>
<p>Week 8: Issues Affecting Caribbean Women (Da Breo)</p> <ul style="list-style-type: none"> ○ Issues affecting girls in the Caribbean <ul style="list-style-type: none"> ✓ Physical ✓ Sexual Abuse ✓ Teenage Pregnancy ○ Profile of the Caribbean Woman <ul style="list-style-type: none"> ✓ Single Parenting ✓ Domestic Abuse ✓ Women in the Workforce ✓ Women taking the lead as heads of households <p>Suggested readings: Book: “My Mother who Fathered Me”</p>
<p>Week 9: Issues Affecting Older People in the Caribbean (Da Breo)</p> <p>The Effects of Ageism in the Caribbean</p> <p>Changing Values and Attitudes toward the Aged</p> <p>Suggested readings:</p>

Week/Topic/Activity/Faculty
<p>Week 10: The Role of Race, Color, and Social Status in Psychological Development (Baptiste)</p> <ul style="list-style-type: none"> ○ Race Relations ○ The Roast Breadfruit Phenomenon ○ Color- Browning and Bleaching Psychological Implications <p>Suggested readings: Books: “Black Skin White Mask” & “Religion and Race”</p>
<p>Week 11: LGBTQIA (Da Brea/Baptiste)</p> <p>Suggested readings:</p>
<p>Week 12: Effects of Out Migration on Caribbean peoples – in the Homelands and Diaspora (Da Breo)</p> <p>Suggested readings:</p>
<p>Week 13: Subcultures in the Caribbean- Psychological Implications (Da Breo/Baptiste)</p> <ul style="list-style-type: none"> ○ What is a subculture? Who defines it as such? ○ Defined by Race? Ethnicity? Religion? Sexual Orientation? Location? <p>Suggested readings: Book: “Rastafari, Roots and Ideology & Dread Jesus”</p>
<p>Week 15 (Baptiste, Da Breo)</p> <ul style="list-style-type: none"> ○ Course Review

REFERENCES – SUGGESTED BOOKS TO REVIEW

1. Chevennes, Barry (2002) Learning to Be a Man Cultural Socialization and Culture
2. Chevennes, Barry & Frederick A. Wellner (Illustrator)" Rastafari: Roots and Ideology"
3. Clarke, Edith (2000) My Mother Who Fathered Me: A Study of the Families in Three Selected Communities of Jamaica Kingston: University of the West Indies Press
4. Frantz Fanon, Black Skin, White Masks. Translated by Charles Lam Markmann.
5. Hickling, Fredrick (2000). Opinion and debate- Post-Colonialism and mental health: Understanding the roast breadfruit, The Royal College of Psychiatrists *Psychiatric Bulletin* 24: 94-95.
6. Lampe, Armando (2000) Christianity in the Caribbean, Kingston : University of the West Indies Press
7. Miller, Errol (1991) Men at risk Kingston: Jamaica, Publishing House Ltd.
8. Spencer, William D,: “**Dread Jesus**”
9. Tutu, Desmond (1994) No future without forgiveness Double Day Publishers



ST. GEORGE'S UNIVERSITY

SCHOOL OF MEDICINE

SPRING 2021

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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: 10:00-11:15 am on Tuesdays

Lectures are an essential component of the PUBH 302 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content and to clarify complex materials. Most of the lectures will be pre-recorded and uploaded on Sakai. Some of the lectures will be live via zoom. The live sessions will be in the form of group discussions, buzz, MCQs, Q&A, and flipped classrooms. Directed Learning Activities (DLAs) in PDF form will also be given.

The class schedule may change due to lecture availability. Students will be updated on any changes made.

WEEK	DATE	CONTENT	PRESENTER
1	Tues 19 th Jan	Class Introduction	Smith & Olagbemi
		<i>Discussion Post 1</i>	
2	Tues 26 th Jan	Historical Perspective of Public Health	Smith
		Quiz 1	
3	Tues 2 nd Feb	Public Health Practice: Public Health Core Values, Concepts and Functions Across the Globe and in Society	Smith
		Class Discussion	
4	Tues 9 th Feb	Group PSA Preparation	Smith & Olagbemi
		<i>Quiz 2</i>	
5	Tue 16 th Feb	Science of Health and Disease Health across the ages	Olagbemi
6	Tues 23 rd Feb	Determinants of Health	Keku
		Live lecture	
7	Tues 2 nd Mar	PSA Presentations	Smith & Olagbemi
		<i>Discussion Post 2</i>	
8	Tues 9th Mar	Mid-term Exam	
9	Tue 16 th Mar	Health Program Planning, Implementation, Monitoring and Evaluation Health	Glasgow
		Live lecture	
10	Tues 23 rd Mar	Introduction to Public Health Data Collection	Smith
		<i>Quiz 3</i>	
11	Tue 30 th Mar	Introduction into COVID-19	
		<i>Discussion Post 3</i>	
12	Tue 6 th April	Global Context of COVID-19	Bidaisee
		<i>Quiz 4</i>	
13	Tue 13 th April	Public Health Environmental Exposures in Public Health (live lecture)	Bidaisee
		<i>Discussion Post 4</i>	
14	Tue 20 th April	Final Presentations	Groups
		Written Reports	
15	Tue 27 th May	Final Presentations	Groups
		Written Reports	
16	Tues 4th May		

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.

DICUSSION 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.

SCHOOL OF ARTS AND SCIENCES
SPRING 2021 REGISTRATION SCHEDULE

The "SECT" column denotes 'number' of sections - Updated: January 6, 2021

SYLLABI
SAVED

Crse Prefix	Crse No	Cr	Course Title	Days	Sect	Start	End	Registration Status	Instructor	Teaching Delivery Mode	
ACCT	103	3	Introduction to Financial Accounting	Mon & Wed		5:30 PM	6:45 PM		Troy Noel		YES
ACCT	204	3	Financial Accounting	Tue & Thur		1:00 PM	2:15 PM		Troy Noel		YES
ACCT	302	3	Accounting Placement	Field Work					N. Joseph/T. Noel/R. Peters		YES
ACCT	305	3	Intermediate Accounting	Tue & Thur		10:00 AM	11:15 AM		Ronald A. Peters		YES
ACCT	307	3	Accounting Information Sys. & Risk Analysis	Tue & Thur		2:30 PM	3:45 PM		David Shaw		YES
ACCT	351	3	Managerial Accounting	Mon & Wed		5:30 PM	6:45 PM		Ronald A. Peters		YES
ACCT	401	3	Cost Accounting	Tue & Thur		2:30 PM	3:45 PM		Ronald A. Peters		YES
ACCT	403		Financial Audit	Mon, Wed, Fri		12:30 PM	1:20 PM		David Shaw		YES
ARTS	205	3	Drawing	Tue		5:30 PM	8:00 PM		Asher Mains		YES
BIOL	101	4	Anatomy & Physiology for Health Science I	Mon		10:00 AM	11:15 AM		Woong Baek	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	200	3	Botany	Mon & Wed		4:00 PM	5:15 PM		Leon Radix		YES
BIOL	201	3	Natural History of Grenada	Mon & Wed		1:30 PM	2:45 PM		Steve Nimrod/Roxanne Graham		YES
BIOL	202	4	Anatomy & Physiology for Health Science II	Mon		10:00 AM	11:15 AM		Feimatta Sowa	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	204	3	Anatomy & Physiology for Nursing	Mon		10:00AM	11:15 AM		Cristofre Martin	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	204	1	Anatomy & Physiology for Nursing Lab	Fri		10:30 AM	12:30 PM		Cristofre Martin		
						7:00 PM	9:15 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	211	3	Conservation & The Environment	Tue & Thur		1:00 PM	2:15 PM		Leon Radix		YES
BIOL	215	3	Biology & Diversity of Life	Tue & Thur		4:00 PM	5:15 PM		Roxanne Graham		YES
BIOL	217	3	Grenada Wildlife and Habitats	Mon & Wed		11:30 AM	12:45 PM		Leon Radix		YES
BIOL	220	4	General Biology	Mon & Wed	0	11:30 AM	12:45 PM		Roxanne Graham		
BIOL	220		General Biology Lab	Fri	0	1:30 PM	3:20 PM		Roxanne Graham		
BIOL	220	4	General Biology - Post Bac & Premed only	Tue	1	12:00 PM	1:15 PM		Atoum Abdullah	<i>hybrid synchronous/asynchronous</i>	YES
						8:30 PM	9:45 PM				
BIOL	220		General Biology Lab	Wed		10:00 AM	12:00 PM		Atoum Abdullah	<i>hybrid synchronous/asynchronous</i>	
						7:00 PM	9:15 PM				
BIOL	221	4	Human Biology	Mon		10:00AM	11:15 AM		Cristofre Martin	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	221		Human Biology Lab	Fri		10:30 AM	12:30 PM		Cristofre Martin	<i>hybrid synchronous/asynchronous</i>	
						7:00 PM	9:00 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	303	4	Biomedical Anatomy	Mon, Wed, Fri		8:30 AM	9:20 AM		Eugene Rennie		YES
BIOL	303		Biomedical Anatomy Lab	Fri		1:00 PM	4:00 PM		Eugene Rennie		
BIOL	311	3	Invertebrate Zoology	Tue & Thur		11:30 AM	12:45 PM		Clare Morrall		YES
BIOL	314	3	Conservation Genetics	Mon & Wed		1:30 PM	2:45 PM		Patricia Rosa		YES
BIOL	320	3	Genetics	Wed		12:00 PM	1:15 PM		Mary Maj	<i>hybrid synchronous/asynchronous</i>	YES
						9:00 PM	10:15 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	321	3	Molecular Biology	Tue		10:00 AM	11:15 AM		Felicia Ikolo	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	331	1	Molecular Biology Lab	Thur		12:00 PM	2:00 PM		Felicia Ikolo	<i>hybrid synchronous/asynchronous</i>	YES
						9:00 PM	11:00 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	344	3	Cell & Developmental Biology	Mon		11:30 AM	12:45 PM		Cristofre Martin	<i>hybrid synchronous/asynchronous</i>	YES
BIOL	401	3	Microbiology	Tue		12:00 PM	1:15 PM		Karla Farmer	<i>hybrid synchronous/asynchronous</i>	YES
						9:00 PM	10:15 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	401	1	Microbiology Lab	Mon		12:00 PM	2:00 PM		Karla Farmer	<i>hybrid synchronous/asynchronous</i>	
						9:00 PM	11:00 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	407	4	Senior Internship	Field Work					Paula Spiniello		YES
BIOL	412	4	Animal Behavior	Tue & Thur Fri		10:00 AM 8:30 AM	11:15 AM 12:30 PM		Patricia Rosa		YES
BIOL	420	4	Capstone I						Paula Spiniello/Patricia Rosa		YES
BIOL	421	4	Capstone II	Field Work					Paula Spiniello/Patricia Rosa		YES
BIOL	441	3	Physiology	Mon		11:30 AM	12:45 PM		Gabrielle Walcott-Bedeau	<i>hybrid synchronous/asynchronous</i>	YES
						8:30 PM	9:45 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	441	1	Physiology Lab	Tue		11:30 AM	1:30 PM				
						9:00 PM	11:00 PM	<i>SAS students cannot register for this time slot</i>			
BIOL	460	4	Human Anatomy	Mon		10:00 AM	11:15 AM				

BIOL	460		Human Anatomy			7:00 PM	8:15 PM	SAS students cannot register for this time slot	Elio Plevneshi	hybrid synchronous/asynchronous	YES
BIOL	460		Human Anatomy Lab	Wed		12:00 PM	2:00 PM				
						9:00 PM	11:00 PM	SAS students cannot register for this time slot			
BUSI	204	3	Principles of Marketing	Tue & Thur		11:30 AM	12:45 PM		Naline Joseph		YES
BUSI	205	3	Principles of Management	Tue & Thur		1:00 PM	2:15 PM		Helen Bhola-Paul		YES
BUSI	206	3	Quality Customer Care/Service	Mon & Wed		11:30 AM	12:45 PM		Naline Joseph		YES
BUSI	207	3	Personal Finance and Investing	Tue & Thur		1:00 PM	2:15 PM		Zanifa Payne		YES
BUSI	210	3	Business Law	Tue & Thur		2:30 PM	3:45 PM		Claudette Joseph		YES
BUSI	220	3	Business Mathematics	Mon, Wed, Fri	0	10:30 AM	11:20 AM	CLOSED	David Shaw		YES
BUSI	220	3	Business Mathematics	Mon, Wed, Fri	1	10:30 AM	11:20 AM		Troy Noel		
BUSI	300	3	Business Placement	Field Work					N. Joseph/R. Peters/T. Noel		YES
BUSI	301	3	Organizational Behavior	Mon, Wed, Fri		10:30 AM	11:20 AM		Helen Bhola-Paul		YES
BUSI	303	3	Business Ethics	Mon, Wed, Fri		9:30 AM	10:20 AM		Anthony Andall		YES
BUSI	304	3	International Business	Mon, Wed, Fri		1:30 PM	2:20 PM		Reccia Charles		YES
BUSI	306	3	Corporate Finance	Tue & Thur		11:30 AM	12:45 PM		Zanifa Payne		YES
BUSI	310	3	Human Resource Management	Mon, Wed, Fri		4:30 PM	5:20 PM		Anthony Andall		YES
BUSI	319	3	Quantitative Methods	Tue & Thur		4:00 PM	5:15 PM		Curlan Gilchrist		YES
BUSI	327	3	International Trade Regulation	Tue & Thur		10:00 AM	11:15 AM		Curlan Gilchrist/Lucy Eugene		YES
BUSI	343	3	Law of Hospitality and Tourism	Tue & Thur		1:00 PM	2:15 PM		TBA		
BUSI	402	3	Investment Analysis	Tue & Thur		8:30 AM	9:45 AM		Zanifa Payne		YES
BUSI	403	3	International Marketing	Tue & Thur		1:00 PM	2:15 PM		Reccia Charles		YES
BUSI	404	3	Research Methods in Business	Mon, Wed, Fri		12:30 PM	1:20 PM		Shawn Best		YES
BUSI	405	3	Entrepreneurship	Tue & Thur		10:00 AM	11:15 AM		Paul Pounder/Anthony Andall		YES
BUSI	409	3	Strategic Management	Tue & Thur		2:30 PM	3:45 PM		Shawn Best		YES
BUSI	414	3	Operations Management	Mon, Wed, Fri		4:30 PM	5:20 PM		Shawn Best		YES
BUSI	416	3	Destination Marketing	Mon & Wed		10:00 AM	11:15 AM		Naline Joseph		YES
BUSI	417	3	Managing Across Cultures	Tue & Thur		2:30 PM	3:45 PM		Reccia Charles		
BUSI	419	3	International Internship	Field Work					N. Joseph/T. Noel, R. Peters		YES
BUSI	422	3	Conflict & Negotiation	Mon, Wed, Fri		11:30 AM	12:20 PM		Rachael Ross		YES
BUSI	424	3	Sales Management	Tue & Thur		5:30 PM	6:45 PM		Tornia Charles		YES
BUSI	426	3	Food and Beverage Service Management	Tue & Thur		10:00 AM	11:15 AM		Helen Bhola-Paul		YES
BUSI	442	3	Hospitality Facilities Management	Mon, Wed		5:30 PM	6:45 PM		TBA		YES
BUSI	481		Independent Study II	Field Work					TBA		YES
CHEM	001	3	Foundation Chemistry	Mon, Wed, Fri		2:30 PM	3:20 PM		Tobias Clement		YES
CHEM	001	1	Foundation Chemistry Lab	Tue		3:00 PM	5:00 PM		Tobias Clement		
CHEM	122	3	General Chemistry I	Wed	0	3:30 PM	4:45 PM		Winthrop Wiltshire	hybrid synchronous/asynchronous	
CHEM	122	3	General Chemistry I Pmed & 6yr MD	Fri	1	10:00 AM	11:15 AM		Trevor Wildman	hybrid synchronous/asynchronous	YES
						7:00 PM	8:15 PM				
CHEM	123	1	General Chemistry I Lab	Mon		1:30 PM	3:30 PM		Kafi James	hybrid synchronous/asynchronous	YES
						10:45 PM	12:45 AM	SAS students cannot register for this time slot			
CHEM	124	3	General Chemistry II	Tue Thur	0	4:30 PM	5:45 PM		Winthrop Wiltshire		YES
						4:00 PM	5:15 PM				
CHEM	124	3	General Chemistry II Pmed & 6yr MD	Thur	1	10:00 AM	11:15 AM		Trevor Wildman	hybrid synchronous/asynchronous	
						7:00 PM	8:15 PM				
CHEM	125	1	General Chemistry II Lab	Wed		3:00 PM	5:00 PM		Kafi James	hybrid synchronous/asynchronous	YES
						11:59 PM	2:00 AM	SAS students cannot register for this time slot			
CHEM	130	4	General Concepts in General Chemistry I (Jan 19 - March 8)	Tue, Thur		12:00 PM	1:15 PM		Trevor Wildman	hybrid synchronous/asynchronous	YES
						9:00 PM	10:15 PM				
CHEM	219	4	General Concepts in Organic Chemistry I (March 8 - May 7)	Tue, Thur		12:00 PM	1:15 PM		Richard Jacques	hybrid synchronous/asynchronous	YES
						9:00 PM	10:15 PM				
CHEM	222	3	Organic Chemistry I	Mon		12:00 PM	1:15 PM		Richard Jacques	hybrid synchronous/asynchronous	YES
						9:00 PM	10:15 PM	SAS students cannot register for this time slot			
CHEM	223	1	Organic Chemistry I Lab	Wed		1:00 PM	3:00 PM		Richard Jacques	hybrid synchronous/asynchronous	YES
						10:00 PM	12:00 AM	SAS students cannot register for this time slot			
CHEM	224	3	Organic Chemistry II	Wed		10:00 AM	11:15 AM		Janelle Hinds	hybrid synchronous/asynchronous	YES
						7:00 PM	8:15 PM	SAS students cannot register for this time slot			
CHEM	225	1	Organic Chemistry II Lab	Mon		5:30 PM	7:30 PM		Janelle Hinds		YES
CHEM	300	3	Biochemistry for Life Sciences	Tue		10:00 AM	11:15 AM		Janelle Hinds/Teddy Ikolo	hybrid	YES
CHEM	300	1	Biochemistry for Life Sciences - Lab	Fri		11:30 AM	12:45 PM		Janelle Hinds/Teddy Ikolo		
CHEM	450	3	Biochemistry	Wed		10:30 AM	11:45 AM		Kafi James	hybrid synchronous/asynchronous	YES
						7:00 PM	8:15 PM	SAS students cannot register for this time slot			
CHEM	451	1	Biochemistry Lab	Fri		12:00 PM	2:00 PM		Kafi James		YES
						9:00 PM	11:00 PM	SAS students cannot register for this time slot			
COMH	201	3	Community Health	Tue		10:00 AM	11:15 AM		Lauren Orlando	hybrid synchronous/asynchronous	YES
						7:00 PM	8:15 PM	SAS students cannot register for this time slot			

COMM	200	3	Introduction to Mass Communication	Tue & Thur		2:30 PM	3:45 PM		Queen Annie Gill		
COMM	204	3	Public Speaking	Tue & Thur	0	10:00 AM	11:15 AM		Queen Annie Gill		
COMM	204	3	Public Speaking	Thur	1	1:00 PM	2:15 PM		Ronald Charles	hybrid synchronous/asynchronous	YES
COMM	204	3	Public Speaking	Tue & Thur	2	5:30 PM	6:45 PM		Ronald Charles		
COMP	106	3	Computer Graphics	Tue & Thur		2:30 PM	3:45 PM		Senthilkumar Somasundaram		YES
COMP	111	3	Computer Concepts & Application	Tue	0	11:30 AM	12:45 PM	SAS students cannot register for this section	Teah Cummings	hybrid synchronous/asynchronous	YES
COMP	111	3	Computer Concepts & Application	Tue & Thur	1	1:00 PM	2:15 PM		Cindy-Ann Alexander		
COMP	111	3	Computer Concepts & Application	Tue & Thur	2	2:30 PM	3:45 PM		Chrislyn Charles-Williams		
COMP	200	3	Network Technology	Mon & Wed		1:00 PM	2:15 PM		Aleksandr Myllari		YES
COMP	202	3	Computer & Information Systems	Tue & Thur		8:30 AM	9:45 AM		Chrislyn Charles-Williams		YES
COMP	205	3	Introduction to Programming	Mon & Wed		4:00 PM	5:15 PM		Tatiana Myllari		YES
COMP	225	3	Introduction to Android Development	Tue		5:30 PM	8:00 PM		Keston Bhola		
COMP	301	3	PC Hardware & Operating System	Mon & Wed		2:30 PM	3:45 PM		Senthilkumar Somasundaram		YES
COMP	305	3	Advanced Programming I	Mon & Wed		11:30 AM	12:45 PM		Tatiana Myllari		YES
COMP	311	3	Management Technology & Innovation	Mon & Wed		8:30 AM	9:45 AM		Michael Roberts		YES
COMP	312	3	IT Entrepreneurship	Thur		5:30 PM	8:00 PM		Glendon Languigne		YES
COMP	405	3	Information Technology Project	Tue & Thur		11:30 AM	12:45 PM		M. Roberts/Senthilkumar Somasundaram		YES
COMP	406	3	Information System Security	Mon & Wed		1:00 PM	2:15 PM		Keston Bhola		YES
COMP	407	3	Information System Analysis	Tue & Thur		4:00 PM	5:15 PM		Keron Noel		YES
COMP	410	3	Service Learning	Tue		11:30 AM	12:45 PM		Michael Roberts		YES
COMP	412	3	E-Commerce	Tue & Thur		8:30 AM	9:45 AM		Michael Roberts		YES
COMP	420	3	Database System	Mon & Wed		10:00 AM	11:15 AM		Keston Bhola		YES
ECON	101	3	Fundamentals of Political Economy	Mon, Wed, Fri		4:30 PM	5:20 PM		Gregory Renwick		YES
ECON	201	3	Microeconomics	Tue & Thur		5:30 PM	6:45 PM		Lennox Andrews		YES
ECON	202	3	Macroeconomics	Mon, Wed		5:30 PM	6:45 PM		Gregory Renwick		YES
ENGL	002	3	Foundation English	Mon, Wed, Fri	0	9:30 AM	10:20 AM		Erin Jamieson		
ENGL	002	3	Foundation English	Mon, Wed, Fri	1	12:30 PM	1:20 PM		Krystal DaBreo		YES
ENGL	002	3	Foundation English	Tue & Thur	2	4:00 PM	5:15 PM		Queen Annie Gill		
ENGL	107	3	College English I	Tue & Thur	0	4:00 PM	5:15 PM		Erin Jamieson		
ENGL	107	3	College English I	Mon, Wed, Fri	1	8:30 AM	9:20 AM		Novia John		YES
ENGL	107	3	College English I	Tue & Thur	2	2:30 PM	3:45 PM		Krystal DaBreo		
ENGL	107	3	College English I	Mon, Wed, Fri	3	10:30 AM	11:20 AM		Erin Jamieson		
ENGL	205	3	Business Communication	Mon & Wed		5:30 PM	6:45 PM		Ronald Charles		YES
ENGL	213	3	College English II	Mon	0	10:00 AM	11:15 AM		June Douglas	hybrid synchronous/asynchronous	
ENGL	213	3	College English II	Mon, Wed, Fri	1	11:30 AM	12:20 PM		Asher Mains		YES
ENGL	213	3	College English II	Tue & Thur	2	11:30 AM	12:45 PM		Asher Mains		
ENGL	213	3	College English II	Mon, Wed, Fri	3	5:30 PM	6:20 PM		Queen Annie Gill		
ENGL	213	3	College English II	Mon, Wed, Fri	4	8:30 AM	9:20 AM		June Douglas		
ENGL	323	3	Organizational Communication	Tue & Thur		11:30 AM	12:45 PM		Antonia MacDonald/Queen Annie Gill/Reccia Charles		YES
ENGL	335	10	Foundations for Communication - EMP	Mon,Tue,Wed, Thur, Fri		8:00 AM	9:40 AM		Cassandra Leoni, Todd McKay & Emily Harms		YES
ENGL	336	4	Foundations for Medical Communication - EMP	Tue & Thur Fri		8:30 AM 8:00 AM	9:45 AM 8:50 AM		Kasey Larson & Zoë Hagley		YES
ENGL	337	3	Integrated Medical Communication - EMP	Mon & Wed		8:30 AM	9:45 AM		Deborah Weinheimer & Marie Benjamin		YES
ENGL	338	1	Applied Medical Communication - EMP	Tue		9:00 AM	9:50 AM		Cassandra Leoni & Heather Brathwaite		YES
FREN	101	3	Introductory French I	Tue		2:30 PM	4:30 PM		Mae Breedy-Patterson		YES
FREN	201	3	Intermediate French I	Tue & Thur		1:00 PM	2:15 PM		Mae Breedy-Patterson		YES
GENL	105	1	Introduction to University Life - (Jan 18 - Mar 8)	Mon	0	8:30 AM	10:20 AM		Krystal DaBreo		YES
GENL	105	1	Introduction to University Life (Jan 20 - March 10)	Wed	1	5:30 PM	7:20 PM		Krystal DaBreo		
GENL	302	2	Community Service I	Field Work					Dionne Gittens		YES
GENL	400	1	Professional Development	Mon		2:30 PM	3:20 PM		Lornadale Charles		YES
MATH	001	3	Foundation Mathematics	Tue & Thur	0	8:30 AM	9:45 AM		Stefan Hypolite		YES
MATH	001	3	Foundation Mathematics	Tue & Thur	1	5:30 PM	6:45 PM		Sally-Ann Clement		
MATH	120	3	College Math	Tue & Thur	0	8:30 AM	9:45 AM		Sally-Ann Clement		
MATH	120	3	College Math	Tue & Thur	1	5:30 PM	6:45 PM		Stefan Hypolite		YES
MATH	120	3	College Math	Tue & Thur	2	4:00 PM	5:15 PM		Jurell Benjamin		
MATH	131	3	Math for Physical Sciences - Best Rec & Biol Students	Tue		10:00 AM	11:15 AM		Winthrop Wiltshire	hybrid synchronous/asynchronous	YES

PLANNING	CRS	CRN	Course Title	Days	CRN	7:00 PM	8:15 PM	Registration	Instructor	Modality	REQ
MATH	200	3	Calculus I	Tue & Thur		4:00 PM	5:15 PM		Aleksandr Myllari		YES
MATH	209	3	Probability & Statistics	Tue & Thur		5:30 PM	6:45 PM		Tatiana Myllari		YES
MATH	203	3	Mathematics for IT	Mon & Wed		2:30 PM	3:45 PM		Tatiana Myllari		YES
MATH	220	3	Statistics	Tue	0	1:00 PM	2:15 PM	<i>SAS students cannot register for this time slot</i>	Aleksandr Myllari	<i>hybrid synchronous/asynchronous</i>	YES
						10:00 PM	11:15 PM				
MATH	220	3	Statistics	Tue & Thur	1	5:30 PM	6:45 PM		Curlan Gilchrist		
MBIO	205	3	Principles of Ocean Science	Tue & Thur		8:30 AM	9:45 AM		Clare Morrall		YES
MBIO	207	3	Caribbean Living Oceans	Mon & Wed		10:00 AM	11:15 AM		Steve Nimrod		YES
MBIO	310	4	Ecological Research Methods	Tue & Thur Fri		2:30 PM	3:45 PM		Steve Nimrod		YES
						1:30 PM	3:30 PM				
MBIO	312	3	Coral Reef Ecology	Mon & Wed Thur		11:30 AM	12:45 PM		Paula Spiniello		YES
						1:00 PM	5:00 PM				
MUSI	102	3	Music Appreciation	Mon, Wed, Fri		11:30 AM	12:20 PM		Rose-Ellen Duncan		YES
NURS	100	3	Fundamentals of Nursing	Tue & Fri		1:00 PM	2:15 PM		Jule Lindsay		YES
NURS	100	1	Fundamentals of Nursing lab	Mon		10:00 AM	12:00 PM		Kathleen Collier		
NURS	106	3	Introduction to Professional Nursing	Mon & Wed		1:00 PM	2:15 PM		Jennifer Solomon		YES
NURS	320	4	Gerontological Nursing with Practicum	Tue & Thur		11:30 AM	12:45 PM		Jule Lindsay		YES
NURS	315	3	Specialized Nursing & Informatics	Tue & Thur		2:30 PM	3:45 PM		Jennifer Solomon		YES
NURS	324	4	Practicum IV	Wed		7:00 AM	2:30 PM		Kathleen Collier		YES
NURS	326	3	Collaboration and Communication in Healthcare	Tue & Thur		9:30 AM	10:45 AM		Jennifer Solomon		YES
NURS	402	3	Adult Health Nursing II - 20-64 Yrs	Mon & Fri		1:30 PM	2:45 PM		Jule Lindsay		YES
NURS	402	1	Adult Health Nursing II - 20-64 Yrs Lab	Fri		10:00 AM	12:00 PM		Kathleen Collier		
NUTR	201	3	Nutrition	Thur		12:00 PM	1:15 PM		Karlene Gibbs	<i>hybrid synchronous/asynchronous</i>	YES
						9:00 PM	10:15 PM				
PCLN	301	1	Learning Strategies for Pre-Profes. Programs - CFP	Thur	0	11:30 AM	12:45 PM		Michele Woolley		YES
						8:30 PM	9:45 PM				
PCLN	301	1	Learning Strat. For Pre-Prof Program - FTV, PMED, PVET	Thur	1	11:30 AM	12:45 PM		Kiku Tupper	<i>hybrid synchronous/asynchronous</i>	
						8:30 PM	9:45 PM				
PCLN	302	2	Communication for the Health Professional I	Thur		10:00 AM	11:15 AM		Karina Daniel	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM				
PCLN	303	3	Communication for the Health Professional II	Wed		10:00 AM	11:15 AM		Jill Paterson	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM				
PCLN	380	2	Clinical Cases	Fri	0	11:30 AM	5:00 PM		Glenda Ventour-DeRiggs	<i>hybrid synchronous/asynchronous</i>	YES
						8:30 PM	10:30 PM				
PCLN	391	3	Interpreting Health Science Research	Tue		10:00 AM	11:15 AM		Ian Baptiste	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM				
PHIL	107	3	Critical Reasoning	Mon & Wed		9:30 AM	10:45 AM		Oliver Benoit		YES
PHIL	201	3	Moral Philosophy	Mon, Wed, Fri		4:30 PM	5:20 PM		Asher Mains		YES
PHYS	200	3	General Physics for Life Sciences	Thur		10:00AM	11:15 AM		Ramsay Saunders	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM				
PHYS	200	1	General Physics for Life Sciences I Lab	Wed		10:30 AM	12:30 PM		Ramsay Saunders	<i>hybrid synchronous/asynchronous</i>	
						7:00 PM	9:15 PM				
PHYS	201	4	General Physics I	Tue & Thur		10:00 AM	11:15 AM		Alister James/R.Saunders		YES
PHYS	201		General Physics I Lab	Tue		2:30 PM	4:30 PM		Alister James/R.Saunders		
PHYS	202	4	General Physics II	Mon, Wed Wed		1:30 PM	2:20 PM		Alec St. Bernard/R.Saunders		YES
						2:30 PM	3:20 PM				
PHYS	202		General Physics II Lab	Thur		3:00 PM	5:00 PM		Alec St. Bernard/R. Saunders		
POLI	205	3	Caribbean Government & Politics	Mon, Wed, Fri		1:30 PM	2:20 PM		Damian Greaves		YES
PSYC	201	3	Introduction to Psychology	Thur		12:00 PM	1:15PM		Novia John	<i>hybrid synchronous/asynchronous</i>	YES
						9:00 PM	10:15 PM				
PSYC	202	3	Social Psychology	Mon,Wed, Fri		11:30 AM	12:20 PM		Josh Hector		YES
PSYC	210	3	Sensation and Perception	Tue & Thur		5:00 PM	6:15 PM		Donnette Narine		YES
PSYC	211	3	Principles and Theory of Learning	Mon & Wed		5:30 PM	6:45 PM		Ian Baptiste		YES
PSYC	302	3	Abnormal Psychology	Tue & Thur		5:30 PM	6:45 PM		Hazel Da Breo		YES
PSYC	307	3	Developmental Psychology	Mon & Wed		4:30 PM	5:45 PM		Justina Aire		YES
PSYC	316	3	Health Psychology	Tue		10:00 AM	11:15 AM		Donette Narine	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM				
PSYC	405	3	Essentials of Psychological Testing	Mon & Wed		2:30 PM	3:45 PM		Justina Aire		YES
PSYC	408	3	Industrial and Organizational Psychology	Tue & Thur		1:00 PM	2:15 PM		Justina Aire		YES
PSYC	410	3	Psychology Field Experience	Fri		10:30 AM	1:30 PM		Novia John		YES
PSYC	411	3	Introduction to Psychopathology	Fri		10:00 AM	11:15 AM		V.Narine-Ramnauth/Randall Waechter	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM				
PSYC	412	3	History & Systems of Psych	Tue & Thur		11:30 AM	12:45 PM		Josh Hector		YES

PSYC	413	3	Psychology Of The Caribbean	Mon & Wed		2:30 PM	3:45 PM		Ian Baptiste, Hazel Da Breo, Novia John		YES
PUBH	302	3	Public Health	Tue		10:00 AM	11:15 AM		Pauline Smith	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM				
SOCI	201	3	Introduction to Sociology	Tue & Thur		2:30 PM	3:45 PM		Wendy Crawford-Daniel		YES
SOCI	300	3	Social Problems	Tue & Thurs		10:00 AM	11:15 AM		Lornadale Charles		YES
SOCI	302	3	Classical Social Theory	Mon & Wed		11:00 AM	12:15 PM		Oliver Benoit		YES
SOCI	303	3	Social Structure & The Caribbean Society	Mon, Wed, Fri		8:30 AM	9:20 AM		Damian Greaves		YES
SOCI	306	3	Globalization & Development	Tue & Thur		2:30 PM	3:45 PM		Gregory Renwick		YES
SOCI	405	3	Contemporary Social Theory	Fri		1:00 PM	3:20 PM		Oliver Benoit		YES
SPAN	101	3	Introductory Spanish I	Mon, Wed, Fri		1:30 PM	2:20 PM		Caron Juerakhan		YES
SPAN	102	3	Introductory Spanish II	Mon, Wed, Fri		12:30 PM	1:20 PM		Caron Juerakhan		YES
SPAN	201	3	Intermediate Spanish I	Mon, Wed, Fri		2:30 PM	3:20 PM		Caron Juerakhan		YES
SPED	200	3	Introduction to Special Education	Tue & Thur		3:30 PM	4:45 PM		Judy-Ann Auld		YES
SSCI	201	3	Introduction to Caribbean Studies	Tue & Thur		9:30 AM	10:45 AM		Antonia MacDonald		YES
SSCI	202	3	Introduction to Empirical Research	Tue & Thur		11:30 PM	12:45 PM		Wendy Crawford-Daniel		YES
SSCI	406	3	Popular Culture	Wed		4:00 PM	7:30 PM		Antonia MacDonald		YES
SSCI	411	3	Empirical Research Project	Mon, Wed, Wed, Fri		11:30 AM	12:20 PM		Wendy Crawford-Daniel		YES
						12:30 PM	1:20 PM				
SSCI	412	3	Social Science & Medicine	Fri		10:00 AM	11:15 AM		Damian Greaves	<i>hybrid synchronous/asynchronous</i>	YES
						7:00 PM	8:15 PM	<i>SAS students cannot register for this time slot</i>			
SSCI	480	3	Independent Studies in Social Sciences	Fri		9:30 AM	12:30 PM		Oliver Benoit		YES
VSCI	301	2	Introduction to Veterinary Science & Medicine	Mon, Wed		9:30 AM	10:20 AM		Mercedes Velazquez		YES
						1:30 PM	3:30 PM				
VSCI	400	3	Basic Animal Physiology	Mon, Tues & Thur		2:30 PM	3:30 PM		Hector Zerpa		YES



St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SOCI 201 – Introduction to Sociology
Number of Credits: 3
Days and Times: Tues & Thurs; 2:30-3:45pm
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Lornadale L. Charles, MA
Course Director Name: Wendy Crawford-Daniel, Ph. D

Course Lecturer(s) Contact Information: lcharles2@sgu.edu
Course Director Contact Information: wcrawford@sgu.edu

Course Lecturer(s) Office Hours: By Appointments Only
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 the COVID 19. All classes, consultations and advising will be done online.

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed to introduce sociology both to those who will go on to specialize in this discipline or any area of social science, and those for whom this course will be their formal exposure to the subject. It will introduce students to the basic concepts of sociology and the major sociological perspectives. The course is therefore largely theoretical and conceptual in nature and foundational in intent. It also examines Caribbean culture, the nature of Caribbean

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society, and some of its most important institutions and will assist in a more 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. Provide the foundation needed in building student's intellectual capacity to articulate perspectives related to various sociological issues and the methodologies used for researching those issues.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Tischler, H.L. (2007). Introduction to Sociology. (9th Ed.) Wadsworth: Australia.

Supplementary Readings/Resources: Barrow, C. & Reddock,R. (2001). Caribbean sociology: Introductory Readings. Ian Randle. Kingston: Jamaica

Giddens , A. (2001). Sociology (6th Ed.) Polity Press. Cambridge: U.K

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Mustapha, N. (2006). Sociology for Caribbean students. Vol. 1, Society and Culture. Ian Randle. Mona: Jamaica

Course Grading Requirement:

Reaction Papers: 60 points (3 papers – 20 points each)

Final Research paper: 40 points

Course Requirements:

During the first half of the semester students will be required to prepare 3 individual papers, from 4 Assignment options. That will cover 60% of the student's overall mark.

During the second half of the semester students will research and prepare a final paper from a list of topics that will be presented. You are expected to apply two of the three main sociological theories discussed in the first half of the semester to your chosen topic. You are also expected to get creative in doing so and evidence of research and critical thinking are essential aspects of the final paper.

Course Schedule:

Timetable: Spring 2021- Tuesdays and Thursdays 2:30 – 3:45

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Course Schedule	Timetable: Fall 2018- Tuesdays and Thursdays 2:30 - 3:45
Week 1	Course Information, Course Assignments <ul style="list-style-type: none"> • What is Sociology • The Branches of Sociology • The Origin and Development of Sociology
Week 2	<ul style="list-style-type: none"> • Sociology as a Science: • World View • Caribbean Sociological Perspectives • (Assignment 1 Due)
Week 3	<ul style="list-style-type: none"> • Functionalist and Neo Functionalist
Week 4	<ul style="list-style-type: none"> • Application of Functional Theory (Functionalism Assignment Due)
Week 5	<ul style="list-style-type: none"> • Marxist theory/Conflict Theory
Week 6	<ul style="list-style-type: none"> • Application of Conflict Theory (Marxist Assignment 2 Due)
Week 7	Interpretive Theories: Symbolic Inter-actionist; Phenomenology; Ethno-methodology
Week 8 -	MID- Term – Symbolic Interaction Assignment 3 Due
Week 9	Race Class and Gender Multiculturalism and Diversity/Application of theories Final Topic Selection
Week 10	Theories of Stratification <ul style="list-style-type: none"> • Types of social stratification • Types and patterns of social mobility • Social stratification in the Caribbean • Application of Stratification
Week 11	Crime and Violence – Drugs, Alcohol & Juvenile Justice
Week 12	Culture and Society Caribbean/Grenada Cultural Heritage Immigration and Migration
Week 13	Education and Health Aging
Week 14	Death, Dying and Bereavement
Week 15	Course wrap up and evaluation. Final Research paper due

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Attendance Policy:

Attendance Requirement

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Assignment Submission Procedure:

A drop Box will be available for the submission of all assignments.

Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. No Assignments must be sent to the instructor's email unless directed to do so. NB: Late submission of assignments may not be accepted.

Classroom/Online Etiquette Procedure:

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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:

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

Grenada, West Indies

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SOCI 300 – Social Problems
Number of Credits: 3
Days and Times: Tuesdays & Thursdays; 10:00AM – 11:15AM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): Senior Standing

Course Lecturer Name(s): Wendy Crawford-Daniel
Course Director Name: N/A

Course Lecturer(s) Contact Information: wccrawford@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays & Wednesdays 9 -11 (by appointment)
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Bldg. (upstairs)
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

Social Problem is an action-oriented course within the Sociology Program. The course is designed to be a project-based, in which the students immerse themselves into the community and together with community members identify a social problem and design a project to address the problem while incorporating the participation of the community impacted by the problem. With the limitations placed on field research because of COVID-19, our direct interaction with individuals and communities will diminish substantially. Students will therefore be asked to do individual work

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within their communities, for this semester, and to keep within reasonable scope guided by the Government established COVID protocol.

Course Objectives:

The course objectives are:

1. Immerse students into the community and the many social theories associated to social problems experienced by communities.
2. Through a community mapping project, students will learn how these problems impact family and community life.
3. Equipped with the theories, students will conduct community mapping projects to provide policy makers with comprehensive community information and data to better address social problems, using evidence-based social actions.

Student Learning Outcomes:

1. To learn the skills needed to access communities, collaborate and execute a social project.
2. To develop a proposal to conduct a community mapping project.
3. To conduct a community mapping project
4. To identify the ethical issues in working within communities.
5. To identify the participatory research processes in working with communities
6. To apply social theories to social problems.

Program Outcomes Met By This Course:

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: □ Julian, Joseph and W. Kornblum (1986) *Sociology and Social Problems*, (Chapter 1) in *Social Problems*. Prentice Hall.

Supplementary Readings/Resources: Readings and articles from various sources will be recommended based on the theme or area/s of focus selected by the students.

□ Leon-Guerrero, Anna (2005) *Social problems: community, policy, and social action*. Thousand Oaks: London. HN59.2 L46 2011

□ Rubington, Earl and Weinberg, Martin. S. (eds). 2003. *The Study of Social Problems:*

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Seven Perspectives. Oxford. Oxford University Press.

- Journals: Social Problems HN1.S678.P9
- Beckford, George. 1989. Persistent Poverty Maroon Publishing House, 1972.
- Bowen, G.A.2007. The Challenges of Poverty and Social Welfare in the Caribbean. International Journal of Social Welfare, Vol.16: 150-158.
- Crosby, Faye. 1976. A model of egoistic relative deprivation. Psychological Review, Vol. 83 (2): 85-113.
- Henry, R and J. Melville. 1989. "Poverty revisited- Report on Poverty in Trinidad & Tobago".
- Hsieh Ching Chi, and Pugh M.D. 1993. Poverty, income inequality, and violent crime: A meta-analysis of recent aggregate data studies. Criminal Justice Review, 18(2), 182-202.
- Kovandzic, T. V., L. M. Vieraitis, and M. R. Yeisley.1998. The Structural Covariates of Urban Homicide: Reassessing the Impact of Income Inequality and Poverty in the Post-Reagan Era. Criminology 36:569-99.
- Land Kenneth C, McCall Patricia L, and Cohen Lawrence E. (1990) Structural covariates of homicide rates: Are there any invariances across time and social space? American Journal of Sociology, 95(4), 922-963.
- McIntyre Report on Poverty in Trinidad and Tobago, 1993
- Pratt, Travis. 2001. Assessing the relative effects of macro level predictors of crime: A meta-analysis. Ph.D. dissertation: University of Cincinnati.
- Seabrook, J. 1995. "External Development Strategies Impoverish Third World Countries" in Third World, Greenhaven Press.
- Smith, M.G. 1989. "Poverty in Jamaica" ISER
- Solomon, J and A. Lebeau. 1995. "Internal Conditions Perpetuate Third World Poverty" in Third World, Greenhaven Press.
- Thomas, C.Y. 1995. Conference on Poverty in Guyana – Finding Solutions, 1995 (Addresses poverty in Guyana, Trinidad & Tobago and Jamaica).
- World Bank, 1996. Poverty Reduction and Human Resource Development in the Caribbean.

Course Grading Requirement:

Course Requirements and Percent of Grade:

Social Problem, Community Mapping Project:

Project Proposal:	20 points
Theory application to social problem:	20 points
Completed project	60 points
Total	100 points

Course Requirements:

Students will conduct a mapping project in their community. The mapping project will include a transect walk within selected communities, observation and description of community resources; interview relevant community member/s; map and show the resources of the community (Physical and socio-economic features and factors affecting living conditions), and create a portfolio of the community being mapped. This must include photographic evidence, the geographical confines of the community, reports on interactions with community members and observations made with regards to the specific community/problem.

Course Schedule:

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Schedule: Spring 2021	DATES
Tuesdays and Thursdays – 10:00 – 11:15	
Course Information/Orientation, Introduction of Class Members: Course Assignments COVID-19 Protocol re. Research Conceptualization of Social Problem Social Structure and Social Problem/Decide on Social Problem Focus	Wk 1
Social Theories and Social Problems Mapping as Community Research Tool (Assignment – Prepare outline of community to be Mapped)	Wk 2
ID Social problems in Grenada/ Students' Communities <i>Participatory Research/ Components of Community Mapping</i>	Wk 3
Sociological Approaches in investigating Community Problem Planning for Community Mapping Portfolio Outline of Communities to be Mapped (Due)	Wk 4
Students Presentation of Mapping Proposals for Addressing Social Problem (8) Social Theories and Methods applied to Social problems, Identified – (8)	Wk 5
Transect Walk – Observation/ Photographic Evidence	Wk 6
Data collection: Interviews – Develop interview schedule Data Collection Tool: Life-stories-Design approaches	Wk 7
Mid-Term Week Complete Proposal of Mapping Project Due	Wk 8
Engaging Field/Ethical Considerations/Cultural Sensitivity/COVI-19Components of Mapping Discussion of Components of Mapping: Mapping Methods and Procedure (Principles of Data collection)	Wk 9
Transect Walk and Observation Methods/Reporting Report of Transect Walk and Observation Recorded	Wk 10

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Life Stories/Individual interviews re Social Problem Report on Interviews/Reporting Interviews	Wk 11
Identifying Gaps in Community Services, Barriers to Access, resulting in Social Problem – Application of Theory	Wk 12
Identifying Gaps in Community Services, Barriers to Access, resulting in Social Problem – Application of Theory Preparing Community portfolio	Wk 13
Individual Project Consultation (4)	Wk 14
Individual Project Consultation (4)	Wk 15
Portfolio Due	Wk 16

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

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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: Mondays & Wednesdays 11:00am-12:15pm
Semester and Year: Spring 2021
Classroom Location: Online
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: N/A

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:

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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.
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:

Paper 1	25%
Paper 2	25%
Paper 3	25%
Paper 4	25%

Course Requirements:

Students will be required to submit five (5) short papers, 3-5 pages (double space) on each of the thematic areas.

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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

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

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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

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

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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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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SOCI 303: Social Structure & Caribbean Society

Number of Credits: Three (3)

Days and Times: Mon. Wed. Fri. 8:30 – 9:20 A.M

Click or tap here to enter text.

Semester and Year: Spring: 2021

Classroom Location: Online

Pre-requisite(s): SOCI:201

Course Lecturer Name(s): Damian E .Greaves

Course Director Name: N/A

Course Lecturer(s) Contact Information: dgreaves@sgu.edu; Ext. 3653

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Tues & Thur:10:00 a.m.-1:00 p.m.;Fri.1:00 p.m.- 4:00 p.m.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building, Upper level

Course Director Office Location: N/A

Course Support: **Nikisha Thomas:** **nthomas@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 provide students with a firm grounding in Caribbean studies. It examines the social stratification of Caribbean societies and its major cleavages. It begins with a critique of classical theories of social stratification as proposed by Karl Marx, Max Weber and Davis & Moore among others. It will retrace the steps of history to examine and analyze the genesis of Caribbean social structure and its distinctive characteristics. The course will analyze aspects of sociological theorizing in the Caribbean specifically the Plantation, Plural and Creole society models. These models will be assessed to determine their utility in an understanding of the social, political and economic conflicts prevalent in contemporary Caribbean society and in the formation of Caribbean identity.

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Course Objectives:

Students should:

1. Define and apply key concepts in Caribbean social structure and their role in understanding contemporary Caribbean Society
2. Identify distinctive epochs of change through history and their contributions to Caribbean Social relations
3. Evaluate the utility of various theories and models of Caribbean Society to an understanding of Caribbean Social structure

Student Learning Outcomes:

Students will be able to:

1. Describe and understand key concepts in Caribbean Social Structure
2. Trace the distinctive features of Caribbean social structure through history
3. Apply key concepts of Caribbean Social Structure to an understanding of contemporary Caribbean Society
4. Demonstrate a sociological understanding of contemporary Caribbean Society
5. Provide a critique of theories of Caribbean society and their application to contemporary Caribbean Social structure
6. Illustrate what combines and divides us as a resilient society in the Caribbean

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: There is no special text recommend for this course

Supplementary Readings/Resources:

Bridget Brereton – The White Elite of Trinidad, 1838-1950

Brian Moore – The Culture of the Colonial Elites of Nineteenth-Century Guyana

C.L.R. James – The Black Jacobins

C.L.R. James – The case for West Indian Self-Government

Colin Clarke – Religion and ethnicity as Differentiating Factors in the Social Structure of the Caribbean (MMG Working Paper 13-06. ISSN 2192-2357 www.mmg.de/workingpapers)

C.Y Thomas – The Poor and the Powerless

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Derek Gordon – *Class, Status & Social mobility in Jamaica*
 Eric Williams – *British Historians and the West Indies*
 Franklin W. Knight – *The Caribbean: The Genesis of a Fragmented Nationalism*
 Franklin Knight. *General History of the Caribbean: Vol.111. The Slave Societies of the Caribbean*
 F.S.J Legister – *Only West Indians: Creole Nationalism in the British West Indies (Chap.2)*
 George Beckford – *Plantation Society Model*
 George Brizan – *Grenada Isle of Conflict (Chap 8: Slavery & the Plantation System 1783-1833)*
 Gordon K. Lewis – *Main Currents in Caribbean Thought*
 Horowitz Michael (ed.) - *Peoples & Cultures of the Caribbean*
 Johnson & Watson (ed.) – *The White Minority in the Caribbean (Chap 2, 3, 5, &6)*
 Karl Watson – *Salmagundis vs. Pumpkins: White Politics and Creole Consciousness in Barbadian Slave Society, 1800-34.*
 Lloyd Braithwaite – *Social Structure in Trinidad – a Preliminary Analysis*
 M.G. Smith – *Culture, Race and Class in the Commonwealth Caribbean*
 Office of the United Nations- *United Nations Sub Regional Analysis of the Development Context in Barbados and the OECS (2011)*
 Sharit Kumar Bhowmik – *The Plantation as a Social System*

Course Grading Requirement:

Evaluation Criteria	Deadline for Submission	Percentage of Grade
Forum Discussion 1	Feb. 7 th .	10%
Midterm Paper	March 6 th	25%
Forum Discussion 2	April 3 rd	10%
Presentations	April 27 th	15%
End of Term Paper	May 1 st	30%
Attendance & Participation	N/A	10%
*TOTAL		100%

Course Requirements:

Attendance & participation in classes and timely completion of all assignments

Course Schedule:

Click or tap here to enter text.

Jan. – May.	
Date	Topic/Reading
January Mon. 20 th – 24 th	Course Information/ Orientation, Introduction of class members; Team Building – Course Assignments
	<i>Module one: The Caribbean In Historical Perspective</i>
Mon. 27	The Transition: From Settler Communities to Exploitation Colonies

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Wed. 29	The Transition: From Settler Communities to Exploitation Colonies
Fri. 31	The Transition: From Settler Communities to Exploitation Colonies
February	Module Two: Genesis of Caribbean Social Structure: Plantation Society
Mon. 03	Plantation Society
Wed. 05	Plantation Society
Fri. 07	Independence Holiday - No class Deadline for Forum Discussion 1
	Module three : Application of Classical Theories to Caribbean Society
Mon. 10	Functionalist Perspective
Wed. 12	Marxist Perspective – Classes, Capitalist Economy

Fri. 14	Marxist Perspective – Conflict ; Power & Superstructure
Mon. 17	Marxist Perspective – Conflict ; Power & Superstructure
Wed. 19	Weberian Perspective: Class, Status, Power,
Fri . 21	Weberian Perspective: Class, Status, Power,
	Module 4 : Models of Caribbean Society
Mon. 24	The Plantation Society Model
Wed. 26	The Plantation Society Model
Fri. 28	The Plantation Society Model
March	
Mon. 02	The Plural Society Model
Wed. 04	The Plural Society Model
Fri. 06	The Plural Society Model Deadline for Mid-term paper

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Mon. 9 th – 13 th	Midterm Exams
Mon. 16	Creole Society Model
Wed. 18	Creole Society Model
Fri. 20	Creole Society Model
	Module 5 :The Elite in Caribbean Society
Mon. 23	The White Minority in Caribbean Society
Wed. 25	The White Minority in Caribbean Society
Fri. 27	Module 6: The Masses In Caribbean Society
Mon. 30	Caribbean Peasantry
April Wed. 01	Caribbean Peasantry
Fri. 03	Caribbean Peasantry Deadline For Forum Discussion 2
	<i>MODULE 5: Stratification System & Caribbean Social Transformation</i>
Mon. 06	Race, Class, Colour & the Power Order
Wed. 08	Race, Class, Colour & the Power Order
Fri. 10	Good Friday Holiday
Mon. 13	Holy Monday Holiday
Wed. 15	Race, Class, Colour & the Power Order
Fri. 17	Race, Class, Colour & the Power Order

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	<i>Module 6: Social Cohesion - Inclusion And A sense of Belonging in Caribbean Society</i>
Mon. 20	Social Cohesion - A Conceptual Approach
Wed. 22	Issues Affecting Social Cohesion in Caribbean Society: Economic Opportunity
Fri. 24	Social Pillars Affecting Social Cohesion: Protection
Mon. 27	In-class Presentations
Wed 28	Revision
MAY Fri . 01	Labour Day Holiday Deadline for End of term Paper End of Semester Review
Monday 04 -Fri. 08	End of Semester Exams

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“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:

You are to submit one (1) individual mid-term paper, two forum discussions – one each half of the semester - and one end of term paper for grading. Deadlines for submission are on the course schedules. Please note that mid-term papers ought not to exceed the range of 1200 – 1500 words (exclusive of title and references pages), with at least 8 references. End of term papers ought not to exceed the range of 1500-2000 words with at least 12 references (exclusive of title and references pages). You are required to attach the grading rubrics to your papers for submission to the turn-it-in- drop box.

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The two discussion forums require 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 his/her colleagues' submissions. Your responses ought not to exceed one paragraph and should go beyond suggestions that discussion was good etc. Ask a question and make a comment that adds to the debate. All forum discussions must be submitted in the designated discussion box on your SAKAI accounts. No word attachment or emailed response will be accepted.

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 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:

Policy Procedure related to the Department.

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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-306-Globalization & Development
Number of Credits: 3
Days and Times: Tuesday and Thursday 2.30-3.45
Semester and Year: Spring 2021
Classroom Location: **Online**
Pre-requisite(s): None

Course Lecturer Name(s): Gregory Renwick BBA, MA, LLB (Hons)
Course Director Name: Gregory Renwick

Course Lecturer(s) Contact Information: 414 7500
Course Director Contact Information: 414 7500

Course Lecturer(s) Office Hours: **Open**
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

Course Support: 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 focuses on the processes of Globalization and Development through the lens of a variety of disciplines namely, politics, sociology and economics. We will first attempt to establish a working definition of the two processes and their symbiotic relationship in the light of the now popular declaration that globalization may have failed to live up to expectations.

In this globalizing world, many are convinced that instead of promoting development globally the gaps between developed and developing countries appear to have widened.

The course will examine many of the debates -mainly those that are still unresolved referring to why countries remain poor, is the free trade gospel coming to an end, are borders going back up, the erosion of culture and heritage.

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Course Objectives:

- 1.Enable students to discuss and describe appropriate measures or indicators of development.
- 2.Understand the complexities of economic growth, economic development, sustainable development, and other concepts of sustainability.
- 3.Understand the significance of employment, migration, human capital development, rural development, international trade, and foreign aid and investment on economic development.
4. To equip students with the ability to appraise the effects of environmental degradation. economic transition and environmental degradation.
- 5 The effects of of globalization on sustainable economic development , the international division of labour. and wealth disparities globally.

Student Learning Outcomes:

1. Students will be able to conceptualize globalization and its key terms, debates, and processes.
2. Employing a multidisciplinary perspective, students will be able to demonstrate an advanced level of knowledge regarding a particular region of the world and the impact of global processes on local lived realities in that region, and vice versa.
3. Students will be able to use their study abroad experience to inform their understanding of global processes.
4. Students will be able to employ a multidisciplinary perspective on a global problem or process.
5. Students will be able to design and carry out independent research, linking to Globalization studies, debates, issues and/or theories.

Program Outcomes Met By This Course:

SOC-PO-1 Apply classical and contemporary sociological perspectives to explain complex social issues and problems, particularly Caribbean social reality.

SOC-PO-2 Apply their critical thinking skills to sociological analysis.

SOC-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: Roberts, Hite and Chorev, 'The Globalization and Development Reader, 2nd Edition', Wily and Blackwell Publishers, 2015

Supplementary Readings/Resources: Relevant handouts

Course Grading Requirement:

Assignments	20%
Mid Semester paper (individual)	30%
Final Paper	35%
Class participation	15%

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Course Requirements:

1. Students will be required to complete assigned readings in a timely manner
2. Submit assignments in a timely manner.
3. Participate in classroom discussion.
4. Be courteous and respectful of other participants' contribution.
5. Attend and be punctual in attendance for class.

Course Schedule:

WEEKS	TOPIC	READINGS
Week 1	INTRODUCTION-MEANING OF DEVELOPMENT	Todaro, M.P. (1994) <i>Economic Development</i> (5 th ed). N.Y, Longman Publishers (chap 1.)
Weeks 2-3	APPROACHES TO DEVELOPMENT & SOCIAL CHANGE	Gerschenkron, A. (1962) Economic Backwardness in Historical Perspective. <i>The Globalization and Development Reader</i> , (Chap. 4, pp 62-78). Rodrik, Dani (2011). The Globalization Paradox: Democracy and the Future of the World Economy. In the <i>Globalization and Development Reader</i> , (Chap. pp 417 – 437).
Week 4	DEPENDENCY	Frank, Andre G. (1969). The Development of Underdevelopment. In <i>The Globalization and Development Reader</i> , (chap. 7 pp 105 – 125).

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Week 5	THE GLOBAL ECONOMY - TRADE	<p>Todaro, M.P. (1994) <i>Economic Development</i> (5th ed). (pp 407 – 411).</p> <p>Friedman, T.L. (2005) It's a flat world after all. In <i>The Globalization and Development Reader</i> (chap 16 pp 263 – 276).</p>
Weeks 6 -7	THE GLOBAL ECONOMY - FINANCE	<p>Readings:</p> <p>St. Clair L. (2000). The trans-national capitalist class and the discourse of globalization. In <i>The Globalization and Development Reader</i> (chap 18, pp. 304 – 317).</p>
WEEK 8:		<p>Midterm assignment. Hardcopy submission</p>
Weeks 9 -10	GLOBALIZATION & CLUTURE	<p>Sachs J. (2000). Notes on a New Sociology of Economic Development in Harrison E.L. & Huntington S.P. (Eds) <i>Culture Matters</i> (pp 29 0 43)</p> <p>UNESCO Extea wp no.1 (2010) <i>Culture and Development</i>, Bilbao, Spain, Maidar Marana (pp 2 – 8).</p>
Week 11	POVERTY TRAPS/INEQUALITIES	<p>UNDP (2015) <i>Income Inequality & the Condition of Chronic Poverty</i>.(chap. 6)</p>
Week 12	THE ENVIRONMENT AND GLOBALIZATION	<p>Todaro, M.P. (1994) <i>Economic Development</i> (chap. 10 pp 325 – 333).</p>
Week 13	THE ANTI- GLOBALIZATION MOVEMENT	<p>Roberts, J.T (2011) Multipolarity and the New World (Dis) Order. In <i>The Globalization and Development Reader</i> (Chap 29 pp 426 – 500).</p>

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		United Nations (ECLAC) 2017, <i>Latin America and the Caribbean in the World Economy-The region amid the tensions of globalization</i>
Weeks 14-15	GENDER AND DEVELOPMENT	Moser, C (2003). <i>Gender Planning and Development-Theory, Practice and Training</i> , Routledge Publishers. London, (Introduction) Various handouts
Week 16	Presentation	Final Papers' submissions

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Assignment Submission Procedure:

Late submission of assignments will result in an automatic mark reduction unless there was prior notification and approval.

Classroom/Online Etiquette Procedure:

Smoking is not permitted in any University building. Eating or drinking (except water) is strictly prohibited in any campus lecture hall, classroom, laboratory, or library. Mobile devices should be off or muted.

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Policy/Procedure Related to the Department:

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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: SOCI 405 – Contemporary Social Theory
Number of Credits: 3
Days and Times: Fridays; 1:00PM-3:20PM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): SOCI 302 – Social Theory

Course Lecturer Name(s): Oliver Benoit
Course Director Name: **Oliver Benoit**

Course Lecturer(s) Contact Information: obenoit@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: Ballsier bldg. (upstairs)
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The course is designed to provide students with a general knowledge of Contemporary Social Theory in an effort to help students understand how contemporary society functions, and to critically examine how sociological theory relates to real world situations and events, particularly in the Caribbean. Students will be exposed to the major contributors to Contemporary Sociological Theory: Robert K. Merton; C. Wright Mills; Pierre Bourdieu; Jurgen Habermas; Anthony Giddens; Niklas Luhmann among others. Emphasis will be placed on some of the major themes such as

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Functionalism, Conflict Theory, Symbolic Interactionism, Phenomenology, Modernity and Postmodernity.

Course Objectives:

1. To understand the various theoretical developments in contemporary social theory.
2. To understand the link between contemporary social theory and the founding fathers of sociology.
3. To identify and explain major sociological concepts such as race, gender, race sexuality and power.
4. To use contemporary social theory to critically analyse Caribbean social issues.

Student Learning Outcomes:

By the end of the course students will be able to:

- (1) Understand the complexities of contemporary social systems.
- (2) Understand how Contemporary Social Theory helps students understand empirical social reality.
- (3) Critically assess the theories of the major contributors to Contemporary Social Theory.

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: No special text

Supplementary Readings/Resources: to be provided as per module and topic during the course of the semester

Course Grading Requirement:

Method of Evaluation	Deadline for Submission	Maximum grade/points (%)
Attendance & Participation		10
Midterm Paper	1st March	40

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End of Semester Paper	30th April	50
	Total	100

Course Requirements:

Students will be required to submit two papers, 5-7 pages and 7-9 pages respectively. Class participation is required and is determined by presentations, the quality of questions and comments on readings for the class.

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Course Schedule/ Lecture Outline

Introduction. Methods and Theory	Jan 22
<p>What is Contemporary Social theory? What is the relationship between theory and research?</p> <p>Readings: Reading: Durkheim, “What is a Social Fact?” from The Rules of the Sociological Method (1895)</p>	
Micro Sociological Analysis	Jan. 29
<p>Readings: The Phenomenology of the Social World by <i>Alfred Schutz</i> The Presentation of Self in Everyday Life by <i>Ervin Goffman</i></p>	
Power and Inequality	Feb. 5
<p>Reading: The Power Elite, from <i>C. Wright Mills</i> On Hegemony (<i>selected from the Prison Notebooks of Antonio Gramsci</i>). Power: A Radical View, by <i>Steven Lukes</i></p>	
Power and Inequality, Cont’d	Feb. 12
<p>State, Society and Modern History, by <i>Anthony Giddens</i></p> <p>Dahrendorf, “Social Structure, Group Interests, and Conflict Groups” from <i>Class and Class Conflict in Industrial Society</i>(1959).</p>	
Race, Gender Differences	Feb. 19
<p>The Conceptual Practices of Power (<i>From The Conceptual Practice of Power: A Feminist Sociology of Knowledge</i>), by <i>Dorothy E. Smith</i>. Black Feminist Epistemology (<i>from Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i>) by, <i>Patricia Hill Collins</i></p>	
Race, Gender Differences, Cont’d	Feb. 26
<p>Black Skin, White Masks, <i>Frantz Fanon</i></p> <p>The Paradox of Integration, <i>Orlando Patterson</i></p>	
March 1st First Paper	
The Sociological Theory of Michel Foucault	Mar. 5
<p>Readings: The History of Sexuality Truth and Power The Birth of the Prison (<i>from Discipline and Punishment</i>)</p>	
	Mar. 12 Mid-Term
	April 2 Holiday (GoodFriday)

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<p style="text-align: center;">Class, status and Power -The Sociological Theory of Pierre Bourdieu</p> <p>Reading: Social Space and Symbolic Space: <i>Japanese reading of Distinction</i>. Structures, Habitus and Practices, from <i>The Logic of Practice</i> The Field of Cultural Production</p>	<p style="text-align: center;">April 9</p>
<p style="text-align: center;">The Sociological Theory of Jurgen Habermas</p> <p>Readings: Modernity: An Unfinished Project (<i>from Habermas and the Unfinished project of Modernity</i>) The Rationalisation of the Lifeworld (<i>from The Theory of Communicative Action Volume 2: Lifeworld and Systems: A Critique of Functionalist Reasoning</i>)</p> <p style="text-align: center;">Civil Society and the Political Public Sphere (<i>from Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy</i>)</p>	<p style="text-align: center;">April 16</p>
<p style="text-align: center;">Modernity, Crisis and Change</p> <p>Readings: The Consequences of Modernity, by <i>Anthony Giddens</i> We Have Never been Modern, <i>Bruno Latour</i> Systemic and Antisystemic Crises (from Adam Smith in Beijing: Lineage of the Twenty-First Century), by <i>Giovanni Arrighi</i>. The Modern World-System in Crisis (from World-Systems Analysis: An Introduction), by <i>Immanuel Wallerstein</i></p>	<p style="text-align: center;">April 23</p>
<p style="text-align: center;">Class Discussion and Final Paper</p>	<p style="text-align: center;">April 30</p>

Course Schedule:

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.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

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Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

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For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

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Assignment Submission Procedure:

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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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: MWF 1.30PM-2.20PM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): NA

Course Lecturer Name(s): Ms. Juerakhan
Course Director Name: NA

Course Lecturer(s) Contact Information: glenda_juerakhan@yahoo.com
Course Director Contact Information: NA

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: NA

Course Lecturer(s) Office Location: NA
Course Director Office Location: NA

Course Support: Ms. Nichole Phillip nphilli2@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 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

Weeks 4-7
Parts of the body
Numbers: Age, dates, birthdays...
Language and nationalities
Personal information
The present tense/Daily activities
Reading Comprehension: Los amigos hispanos: Nora Morales
Listening Comprehension: Los números
Quiz 1 [wk 5]
Revision [Midterm Exam, Oral]]

Week 8
Midterm Exam

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
Quiz 2 [wk 13]

Weeks 15-16
Fun activities using the language
Final Assignment

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

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Examination Attendance

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Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

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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: MWF 12.30-1.20
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): SPAN 101 or its equivalent

Course Lecturer Name(s): Ms. Juerakhan
Course Director Name: NA

Course Lecturer(s) Contact Information: glenda_juerakhan@yahoo.com
Course Director Contact Information: NA

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: NA

Course Lecturer(s) Office Location: NA
Course Director Office Location: NA

Course Support: Ms. Phillip nphilli2@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. speak Spanish so that they are able to participate in conversations on a variety of basic topics
2. 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. demonstrate adequate grammatical accuracy when speaking and writing Spanish;
4. express in Spanish orally and in writing what they are going to do in the future and what they did in the past;
5. 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.

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 tests/assignments)
Project 1	30%
Project 2	30%

Course Requirements:

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devoted almost exclusively to activities that will allow the students to practice the skills of understanding and interacting in Spanish.

Course Schedule:

Weeks 1-4: Holidays and celebrations
 Daily life/daily activities
 Condition and emotion
 Grammar [demonstratives...]
 Quiz 1 [oral]

Project #1: Choose a Spanish speaking country and write about their celebrations and holidays in Spanish. Deadline: 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. Deadline: 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]

Weeks 15-16 Pending Assignments

Attention: Challenge exam will test Pasos A, B, C, Chapters 1, 2 and 3 of Dos Mundos. [Any edition]

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Attendance Policy:

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Classroom/Online Etiquette Procedure:

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Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SPAN 201 Intermediate Spanish
Number of Credits: 3
Days and Times: MWF 2.30-3.20
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): SPAN 102 or its equivalent

Course Lecturer Name(s): Ms. Juerakhan
Course Director Name: NA

Course Lecturer(s) Contact Information: glenda_juerakhan@yahoo.com
Course Director Contact Information: NA

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: NA

Course Lecturer(s) Office Location: NA
Course Director Office Location: NA

Course Support: Ms. Phillip nphilli2@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:

Span 201 reviews key elements of Introductory Spanish and provides a solid grammatical base and a rich and useful vocabulary within the context of Hispanic culture. 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. The course is textbook based and is supplemented by audio aids. 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.

Disclaimer: It is the responsibility of the student to read and understand the policies, laws, rules and procedures that while they could affect your 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. Essential language skills for effective communication in Spanish.
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. understand and communicate with reasonable accuracy in Spanish at an intermediate level on a variety of topics, using the simple present and past tenses, as well as the future tense;
2. demonstrate adequate grammatical accuracy both orally and in writing;
3. use the subjunctive mood with reasonable accuracy;
4. read and respond to authentic language taken from texts and oral messages;
5. write reports and formal letters in Spanish using adequate vocabulary and grammatical structures;
6. demonstrate knowledge and appreciation of certain aspects of Latin American and Spanish 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

Supplementary Readings/Resources: Websites: mhhe.com, Encarta.com, transparent.con, univision.com,

Television: Univisión, Cubavisión

Course Grading Requirement:

Attendance	10%
Participation	10%
Course work	20% (2 quizzes /assignments)
Assignment/Project	30 %
Assignment/Project	30%
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

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devoted almost exclusively to activities that will allow the students to practice the skills of understanding and interacting in Spanish.

Course Schedule:

The following topics will be covered:

1. Food and Nutrition:

- a) Shopping for food – weights/measures/costs... etc
- b) Preparing meals
- c) Ordering meals in a restaurant/cafeteria

Grammar: object pronouns, impersonal ‘se’, negative statements and questions

2. Describing family relationships and talking about memories;

- a) Your habitual activities and those of others
- b) Childhood/adolescent memories
- c) Feelings about past events/activities

Grammar: reciprocal reflexive verbs, expressing *for, from, to whom*, prepositions + pronouns, the imperfect tense, the preterite and imperfect of ‘state’ verbs

3. Visiting Places

- a) Geography and climate
- b) Environmental issues and concerns
- c) Transportation

Grammar: The present and past perfect tenses

4. Traveling around the Hispanic world

- a) Making travel plans
- b) Money-related transactions
- c) Finding places

Grammar: Giving and following instructions, polite and soft commands, the present subjunctive, contrasting the preterite and imperfect tenses.

POLICY INFORMATION

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University’s Honor Code. Plagiarism and cheating will be dealt with very seriously following the university’s policies on Plagiarism as outlined in the Student Manual.

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Attendance Policy:

Attendance Requirement

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“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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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: SPED 200 – Introduction to Special Education
Number of Credits: 3
Days and Times: Tuesdays & Thursdays; 3:30PM – 4:45PM
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): None

Course Lecturer Name(s): Judy-Ann Auld; Sacha Pierre
Course Director Name: **Judy-Ann Auld**

Course Lecturer(s) Contact Information: jauld@sgu.edu / (473) 405- 2777; spierre@sgu.edu / (473) 459-7414

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Online/phone by appointment

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A

Course Director Office Location: N/A

Course Support: Nikisha Thomas; nsthomas@sgu.edu; 3692 ; Nichole Phillips nphilli2@sgu.edu

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The purpose of this course is to provide a broad overview of the terminology, strategies, and issues commonly encountered when working with students with special needs. In this course students will explore the history of special education and important legislation, as well as individual areas of exceptionality. Emphasis will be placed on terminologies, theories, identification, assessment, causes, and social issues and concerns. Class sessions will include lectures, large and small group discussions, demonstrations, instructional media clips, and independent written reflections on

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course content. Upon completion of this course, students will have a good foundation from which to grow as they move forward in their coursework and field experiences.

Course Objectives:

By the end of this course students will be able to:

1. Define *special education* and associated terminologies.
2. Compare the role of special education within the education system in Grenada to regional and international countries.
3. Evaluate types of special educational needs and discuss their prevalence within the school system.
4. Discuss attitudes, current and traditional beliefs about disability and special educational needs.
5. Identify the philosophical issues surrounding special education in schools.
6. Identify the laws, policies, and ethics associated with special needs education.
7. Establish guidelines for special education teachers and educational support staff.
8. Distinguish between the inclusive education approach and inclusive education policies.
9. Debate the advantages and disadvantages of inclusive versus special education.
10. Discuss the special education support services that are available to students.
11. Explain the procedures for accessing education support services.
12. Design educational resources to inform stakeholders of support services.
13. Develop an interactive information session for special needs educators.
14. Evaluate current issues in special education.

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-1 Engage in intellectual discussion regarding traditional and contemporary perspectives in psychology, including neuropsychology

PO-8 Exhibit appropriate listening and communication skills. Be sensitive to, and understand, non-verbal behavior and respond in an emotionally appropriate manner. Express ideas in a variety of forms (visually, digitally, orally, written) and settings.

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%

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D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Kauffman, J.M., Pullen, P.C., & Hallahan, D.P (2019). *Exceptional learners: An introduction to special education.* Pearson. (etext) (Mylab & Instant Access)

Supplementary Readings/Resources: Supplemental resources are designed to complement the textbook and serve to enrich our discussions. Supplemental resources are required and may take the form of videos, journal articles, websites, online handbooks or governmental documents. Assigned supplemental resources will be provided at least one week prior to the scheduled session.

American Psychological Association (2020). *Publication Manual of the American Psychological Association.* (7th ed). American Psychological Association.

Pierangelo, R., Giuliani, G.A. (2008). *Teaching Students with Learning Disabilities: A Step-by-Step Guide for Educators.* (1st Edition). Sage Ltd.

Susan Hart, S., Dixon, A., Drummond, J., McIntyre, D. *Learning Without Limits.*

APA Resource General Format // Purdue Writing Lab

Course Grading Requirement:

Due Date	Activity	TOTAL (25 percent)
Weeks 3, 5, 11, 14 & 15 (in-class)	5 Journal Reflections (Pre & Post Midterm)	12.5
Week 2	Case Study Assignment*	5
Week 4	Poster Assignment	2.5
Week 7	In-Class Debate	10
Week 8	Midterm Examination	25
Weeks 9-13	Professional Learning Community Presentations	10
Week 15	Data Gathering Assignment	10
Week 16	Final Examination	25
Total		100

Course Requirements:

The course is designed to provide a context to the discussions. Each SPED teacher candidate brings a with them varied, and rich experiences which will serve to enrich class discussions and provide insight into the realities of teaching and learning. Your input will be an integral part of this course. Therefore, you are strongly encouraged to critically review the assigned readings prior to class.

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Students will use their reflective journals (discussion forum) to provide insights and analysis about a special education issue assigned by the SPED team. Reflections that draw on current theories and practice and include your personal experiences as an educator are crucial for your professional growth within this field. Students are required to submit an initial discussion item between 300-400 words and respond to at least two (2) of their classmates' posts to further the discussion. Initial reflections are due at 11:59 PM on Friday night. Whereas peer responses are due by Sunday at 11:59 PM. (Unless specified otherwise).

Course Schedule:

<u>Week</u>	<u>Topics</u>	<u>Required Readings</u>	<u>In-Class Activities & Assignments</u>
	Module 1: Understanding Special Education		
<u>1</u>	Special Education Definition, Terminologies and Theories	Chapter 1	Journal Reflection (Due WK3)
<u>2</u>	Nature of Special Education: Who is it for?	Chapter 2	Case Study
<u>3</u>	Special Education Beliefs and Attitudes	Chapter 2: Misconceptions about Learners with Disabilities section	
<u>4</u>	Special Education Beliefs and Attitudes continued	Chapter 2	Poster
<u>5</u>	Disability Rights & Ethics	Rights of the Child 1924, 1959 & 1989 http://ances.lu/index.php/arc-bulletin/information/69-a-code-of-ethics-for-people-working-with-children-and-young-people https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/Salamanca_Statement_1994.pdf	Journal Reflection
<u>6</u>	Disability Laws	Chapter 1 (pgs.13-17) & 2 (pgs. 26-32; 40-42) Grenada's Education Act, 2002 (21 Part VI Division)	
<u>7</u>	Disability Policies	Ministry of Education's Strategic Plan for Educational Enhancement and Development (SPEED, 2006-2015) Online Handouts	In-Class Debate
<u>8</u>	Midterm Exam		
	Module 2: Types of Disabilities, Causes, Characteristics, Educational Considerations		Professional Learning Community Sessions (student led)
<u>9</u>	Learning Disabilities- ADHD & Intellectual Disabilities	Chapter 6&7 Chapters 5	<u>Groups 1 & 2</u>
<u>10</u>	Communication Disorders (Speech, Language Impairments)	Chapter 10	<u>Groups 3 & 4</u>

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	& Hearing Impairment	Chapter 11	
11	Physical Disabilities & Vision Impairment	Chapter 14 Chapter 12	Groups 5 & 6 Journal Reflection
12	Emotional /Behavioural & Developmental Disorders e.g. Autism	Chapter 8 & 9	Group 7
13	The Gifted & Talented	Chapter 15	Group 8
	Module 3: Support Services for Students with Special Needs		
14	Universal Design for Learning (UDL), Support Services for Students with Special Needs	TBD	UDL Journal Reflection
15	Support Services for Students with Special Needs Review of Course	TBD	Data Gathering Assignment Journal Reflection
16	Final Exam		

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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”)

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.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

To obtain special accommodations, please contact:

Andrea Blair, SAAS Director
dosaa@sgu.edu
Zoom by appointment
(P) (473) 444-4483

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SSCI 201: Introduction to Caribbean Studies
Number of Credits: 3
Days and Times: Tuesdays and Thursdays: 9:30 - 10:45 am
Semester and Year: Spring 2021
Classroom Location: ONLINE
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: Wednesdays – 1:00- 3:00 p.m. Via Zoom
Course Director Office Hours: Wednesday, 1:00 – 3:00 p.m. Via Zoom.

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

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 course is a survey of the social, cultural, economic, historical, political and technological forces that have shaped and are influencing the development of the Caribbean region. The course is pan-Caribbean in perspective but emphasizes the experiences of the Anglophone Caribbean and its Diaspora.

Course Objectives:

This course

1. Introduces the student to the social, cultural, economic, political, technological and environmental issues that affect Caribbean society.

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2. Introduces the student to the political and historical dimensions of Caribbean culture
3. Introduces the student to the social, cultural, economic, political, technological and environmental issues that affect Caribbean society.
4. Provides the student with knowledge that allows them to analyze and debate how the relationships between the various aforementioned issues impact on twenty-first century Caribbean life.
5. Provides the students with the competence in a broad range of theories and methods appropriate to interdisciplinary work in Caribbean Studies
6. Provides the student with skills and knowledge that prepare them well for more specialized course work in the various majors in the School of Arts and Sciences
7. Prepares the student with the skills to critically assess and effectively engage institutions, culture, and social structure and practices.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Explain key concepts in Caribbean Sociology, Politics, Economics and Culture.
2. Discuss the socio-historical backgrounds of Caribbean Society.
3. Understand the impact of race and class in the formation of Caribbean society.
4. Apply a variety of theoretical perspectives to analyze Caribbean society.
5. Analyze the ways in which Caribbean society and culture influence and are influenced by societies and cultures outside the region.
6. Define Diaspora and explain its impact on Caribbean society.
7. Apply knowledge and understanding of ICTs in the development of modern Caribbean societies.
8. Identify the natural resources of the Caribbean and explain the key issues involved in the sustainable uses of those resources
9. Apply knowledge and understanding of international organizations to important issues in modern international relations
10. Identify the major health issues affecting the Caribbean

Program Outcomes Met By This Course:

SOCPO – 1: Apply classical and contemporary sociological perspectives to explain complex social issues and problems, particularly Caribbean social reality.

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 = 65% or less

Course Materials:

Text: - Assigned readings from novels, journals and newspapers

- Film, Art

Supplementary Readings/Resources: Where appropriate, additionally material will be provided in lectures, or will be placed in a Reading Folder on Sakai.

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Course Grading Requirement:

4-Part Game Changer project – 20 marks

Quiz 1 - 20 marks

Quiz 2 – 20 marks

Quiz 3 – 30 marks

Research Paper – 10 marks

Course Requirements:

Students will be required to:

- (i) be prepared for class by doing the necessary readings;
- (ii) contribute thoughtful ideas to class discussions and engage in constructive debate;
- (iii) conduct themselves in ways that are appropriate to a respectful academic environment
- (iv) be respectful of the opinions of other
- (v) be responsible team-members

Course Schedule:

This is a DRAFT schedule

Week	Topic	Assignment
Week 1 Jan 19, 21	Course Overview. Caribbean Game changers; people who are making or have made a difference.	Identify the Caribbean game changers in the powerpoint slide show and discuss why they are regarded as game changers.
Week 2 Jan. 26, 28	Claiming Caribbean Identity: Where are we? Who are we?	<ol style="list-style-type: none"> 1. On a blank map of the Caribbean, identify the different islands. 2. Read Nicholas Laughlin's article: "Caribbean Identity" 3. January 31: Due date for the Electronic Submission of Game Changer # 1. Details of this assignment will be provided to you in "Resources" folder on SAKAI
Week 3 Feb 2, 4	The Genesis of Caribbean society. The Pre-Columbian Caribbean – The Early Settlers	Prepare for class discussion Chapter 1 of Beverley Steele's <i>Grenada: A History Of Its People</i>
Week 4 Feb. 9, 11	The Colonial encounter Caribbean slave society	View and discuss following video https://www.youtube.com/watch?v=RTReDD0RaPs
Week 5 Feb, 16, 18	Social and political relations in Caribbean Slave society Education in Caribbean Slave society	Prepare for class discussion Gad Heuman's "The Social structure of Caribbean slave society"
Week 6 Feb. 23, 25	Making our own History: Reform, Revolt, Reactions. Emancipation and Federation	- Feb. 21- Due date for the Electronic Submission of Game Changer # 2. Details of this assignment will be provided to you in "Resources" folder on SAKAI
Week 7 March 2, 4	Guest Lectures on:	- Read Hilary Beckles's article: The Hate and the Quake"

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	<ul style="list-style-type: none"> - The Haitian Revolution - The Fedon Rebellion <p>Speaker – Dr. Nicole Phillip-Dowe (UWI Open Campus)</p>	<ul style="list-style-type: none"> - Quiz 1. Online quiz. Due: March 7
Week 8 March 8 - 12	MID TERM WEEK	
Week 9 March 16, 18	<p>Overview of Part II of the course:- Creating and Influencing: The Caribbean in the World .</p> <p>Guest lecture on the Grenada Revolution: Speaker – Nicole Phillip-Dowe (UWI Open Campus)</p>	Read and prepare for class discussion, Merle’s Collins poem “ Callaloo”
Week 10 March 23, 25	The Caribbean in the Digital Age Guest Lecture by Mr. Michael Roberts (Dept. Of Info. Tech)	March 23: Due date for the Electronic Submission of your Research Paper. Details of this assignment will be provided to you in “Resources” folder on SAKAI
Week 11 March 30, April 1	Environmental issues affecting the Caribbean and sustainable Development. Guest lecture by Mr. Stephen Nimrod (Dept. Of Biology. . .)	<ul style="list-style-type: none"> - Pop Quiz on Sustainable Development - March 29- Due date for the Electronic Submission of Game Changer # 3. Details of this assignment will be provided to you in “Resources” folder on SAKAI.
Week 12 April 6, 8 11	The History of Tourism in the Caribbean Guest Lecture on Tourism in the Contemporary Caribbean. Speaker: Mrs Naline Joseph (Dept. Of Business)	April 8 – Quiz 2
Week 13 April 13, 15	The Creative Caribbean: Caribbean Literature, Music and Festivals	Discuss the following extracts: Samuel Selvon’s <i>The Lonely Londoners</i> Merle Hodge’s <i>Crick Crack Monkey</i> Discuss Louise Bennett’s ‘No little twang’ View and discuss the video on Jonkonnu
Week 14 April 20, 22	International Associations, Affiliations and Alliances: Caribbean International Relations.	Read and prepare posted powerpoint slides on the roles and functions of selected international associations

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	Guest Lecture by Dr. Reccia Charles (Dept. Of Business)	
Week 15 April 27, 29	Caribbean Health Guest Lecture by Dr. Damian Greaves (Dept. Humanities. .)	April 25 - Deadline for the submission of Game Changer# 4 - Details of this assignment will be provided to you in “Resources” folder on SAKAI
Week 16 May 3 -8	WEEK OF FINAL EXAMS – Quiz 3	

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SAKAI, send it to my SGU email.

As far as possible, follow the most current APA Style Manual when submitting your work:

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N/A

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St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SSCI 202 – Intro to Empirical Research
Number of Credits: 3
Days and Times: Tues & Thurs; 11:30 – 12:45
Semester and Year: Spring 2021
Classroom Location: NA
Pre-requisite(s): N/A

Course Lecturer Name(s): Wendy Crawford-Daniel
Course Director Name: Wendy Crawford-Daniel

Course Lecturer(s) Contact Information: wcrawford@sgu.edu; 3152; Cell 457-4856
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon & Wed, 9:00 A.M. -11:00A.M.
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building - upstairs
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is a department core required of all students enrolled in Humanities and Social Sciences. Student will be introduced to the scientific research process. The course begins with an understanding of the scientific nature of empirical research and issues such as selecting researchable topics; framing research problems; crafting research purposes, questions and hypotheses; conducting literature review, distinguishing between different research approaches and methodologies; and ethical issues in research. This course focuses on the theoretical understanding of the skills necessary for undertaking empirical research: i.e., skills associated with defining research questions, providing the rationale for undertaking research, researching peer-reviewed literature on research topics, sample selection, and recruitment, instrumentation, data collection, data analysis and ethical issues at every stage of the research process and reporting of results. In

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addition to lectures and classroom exercises, students undertake the preparation of a comprehensive research proposal to include every step in the research process.

Course Objectives:

- 1) Develop and frame a researchable topic from scientific literature
- 2) Articulate a research problem via a review of pertinent literature,
- 3) Craft research purposes (including questions and hypotheses) to address different social issues
- 4) Design a complete research proposal including a thorough literature review of a social issue

Student Learning Outcomes:

At the completion of the course students will be able to :

Articulate a research question or hypothesis

Conduct a literature review

Design a research undertaking

Prepare research instruments

Design a sampling plan

Design a data collection plan

Design a data analysis plan

Prepare a research project budget

[Click or tap here to enter text.](#)

Program Outcomes Met By This Course:

PO.1. Apply classical and contemporary sociological perspectives to explain complex social issues and problems; particularly, Caribbean social reality

PO.2. Demonstrate their critical thinking skills to sociological analysis.

PO.3. Employ sociological research methods to investigate and explain social issues

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: • Neuman, Lawrence W. (2006). Basics of Social Research Qualitative and Quantitative Approaches, 6th Edition. Pearson Education, Inc. USA

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

- 1) **Preliminary research design:** Design a research proposal and in doing so attend to quality and ethical issues. Deliverables: research topic; social rationale; research problem; the research purpose, questions and/or hypotheses; research approach(es); significance of the study; delimitations; research quality and ethical considerations (20%)
- 2) **Write Literature Review:** Relevant and current info, theoretical component, references (30%)

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- 3) **Produce a Complete Research Proposal:** To include topic selection, research question/hypothesis, Rationale for topic selection/social significance of topic, literature review, proposed methodology, rationale for choice of methodology, design of research proposal: sampling plan, instrumentation plan, data analysis plan. (40%):
- 4) **Presentation of Research Proposal and budget** (10%)

Course Requirements:

Completion of research proposal to include every step in the research process.

Course Schedule:

Schedule

Course Information/Orientation, Introduction of Class Members; Course Assignments -

What is Scientific Research

Wk 1

Norms of the Scientific Community

Discussion of Research Ideas

Develop a Research Topic

Wk 2

Steps in the Research Process

IRB- Research and Ethics

Wk 3

Review of Literature

Ethical Issues – in Lit Review

Wk 4

Research Design

Quantitative

Wk 5

Research Designs

Qualitative -

Wk 6

Mixed methodology

Experimental Designs

WK 7

Quasi Experiments

Mapping

Wk 8

Mid-Term Week

Lit Review Due

Wk 8

Sampling Methods

Ethical Issues in Sampling

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Wk 9

Instrumentation Plan

Development of Research Instruments

Wk 10

Preparing survey Questions for proposals

Conducting surveys

Wk 11

Preparing Interview schedules for Proposals

conducting interviews; focus group discussions

Wk 12

Analysis Plan

Quantitative Analysis

Wk 13

Qualitative Analysis

Wk 14

Research Proposal Writing

Wk 15 and 16

Writing up Proposals

POLICY INFORMATION

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Attendance Policy:

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Assignment Submission Procedure:

Drop Boxes will be available for assignment submission

Classroom/Online Etiquette Procedure:

Be respectful and tolerant of other's views and points of view

Policy/Procedure Related to the Department:

If you have a complaint about the course or the instructor follow the Dept's procedures: First discuss with the course instructor. If the problem persist or was not resolved involve your

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Advisor. If the problem continues consult your Department Chair (Dr. June Douglas), and if no resolution at that level consult the Dean of SAS (Dr. Lucy Eugene)

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St. George's University *School of Arts and Sciences*

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SSCI 406: Caribbean Popular Culture and Identity
Number of Credits: 3
Days and Times: Wednesdays, 4:00 – 7:00 pm.
Semester and Year: Spring 20120
Classroom Location: ONLINE
Pre-requisite(s): senior standing

Course Lecturer Name(s): Dr. Antonia MacDonald
Course Director Name: N/A

Course Lecturer(s) Contact Information: amacдона@sgu.edu
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Wednesdays 11:00 – 3:00 p.m.
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A
Course Director Office Location: N/A

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.

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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
4. Broaden and deepen students' cultural literacy, including visual and textual literacy.
5. Teaches students the importance of cultural diversity in Caribbean society
6. 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.

Program Outcomes Met By This Course:

SOCPO – 1: Apply classical and contemporary sociological perspectives to explain complex social issues and problems, particularly Caribbean social reality.

SOCPO – 2: Apply their critical thinking skills to sociological analysis.

SOCPO – 3: Apply sociological research methods to investigate and explain social issues.

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Course Materials:

Text: Assigned articles, readings from novels, newspapers items
- Films, Art

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Supplementary Readings/Resources: Where appropriate, additionally 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 other
- (v) be responsible team-members

Course Schedule:

This is a draft schedule and may be subjected to change

Week	Topic	Assignment
Week 1 Jan 17	Defining Culture, Defining Identity	Readings: Mathew Arnold’s Preface to <i>Culture and Anarchy</i>
Week 2 Jan. 24	Language and Identity: Caribbean English Its history and Character	Readings: Peter Roberts’s <i>West Indians and Their Language.</i> (Chapter 4) Godfrey Chaucer’s Prologue to <i>The Canterbury Tales</i> Louise Bennett: “No Little Twang” “Jamaica Language” https://www.youtube.com/watch?v=0ZjPeMGiOpk
Week 3 Feb. 3	Playing with Words: Language and the performance of Caribbean Identity	Readings: Peter Roberts - “Big words as a form of popular oral culture: sources and Development”
Week 4 Feb. 10	Caribbean Literature: Constructing, Deconstructing and Reconstructing Culture	Readings: Marlene NourBese Phillip “ Discourse on the dialogic of Language” Extract from Earl Lovelace’s <i>Salt</i>
Week 5 Feb. 17	Caribbean Film and Art: Cultural Identity performed through the Arts Guest Lecture: Asher Mains	Readings: Gwen Unger “Understanding Contemporary Caribbean Art Outside of the Latin American Framework”
Week 6 Feb. 24	Performing Cultural Identity through carnivals and masquerades	Readings: Antonia MacDonald “Jab-Jab is we Ting: A sociopolitical analysis of Jab Job mas in Grenada”

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Week 7 March 3	Performing Cultural Identity through festivals and pageants	
Week 8 March 8 -12	MID TERM WEEK	
Week 9 March 17	Music as an expression of Caribbean identity: Singing and dancing in a strange land Guest Presenter: Prof. Emeritus Peter Roberts	
Week 10 March 24	Caribbean Music in a global space	Readings Don Marshall: “Rhianna, as global icon and Caribbean threshold figure” Nadia Ellis:” Out and Bad: Towards a queer performance hermeneutics in Jamaican Dancehall” Jocelyne Giabault “ Audible entanglements: Nation and Diaspora in Trinidad’s calypso music scene.”
Week 11 March 31	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” <ul style="list-style-type: none"> • • Afro-Caribbean Dance: An exploration. Practical Activity conducted by Aklema Lucas • Viewing of Alvin Ailey’s Video – Revelations”
Week 12 April 7	Sports and Caribbean Identity	April 6 - Due date for Intervention/ Research paper.
Week 13 April 14	Religion and Caribbean Identity	Class presentations on Afro-Caribbean religions Assessment activity
Week 14 April 21	Food as a cultural indicator of Caribbean Identity – Part I	An Introduction to Food & Identity: From the Everyday to Ritual and Beyond https://foodandidentity.wordpress.com/

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Week 15 April 28	Food as a cultural indicator of Caribbean Identity – Part II	presentation on Caribbean Cuisine. Practical Session
Week 16 May	WEEK OF FINAL EXAMS –	

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SSCI 411 – Empirical Research Project
Number of Credits: 4
Days and Times: Mon, Wed, Fri; 11:30am-12:20pm, 12:30-1:20
Semester and Year: Spring 2021
Classroom Location: Online
Pre-requisite(s): SSCI 202 & Senior Standing

Course Lecturer Name(s): Wendy Crawford-Daniel
Course Director Name: Wendy Crawford-Daniel

Course Lecturer(s) Contact Information: wcrawford@sgu.edu; ext.3152 Cell:457-4856
Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Wed, 9:00am-11:00am
Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building - upstairs
Course Director Office Location: N/A

Course Support: Nikisha Thomas; nstomas@sgu.edu; 3692

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is for students in their final year. Students will carry out a field research project using the proposal designed at the Introduction to Empirical Research course. The course will allow students to revise and improve upon their proposal, carry out an extensive literature review, select the sampled population and conduct data collection among them. They will be required to conduct data analysis and write up a complete

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research report. Students will also be required to conduct the IRB training and undertake the online training in ethic in research to attain the ethical certificate. Students will receive training in SPSS for the analysis of their data.

Course Objectives:

1. Conduct an extensive Literature Review on topic of interest
2. Collect and analyse data
3. Write up research report
4. Present research findings

Student Learning Outcomes:

At the end of the course students must be able to:

1. Prepare a research proposal and submit for IRB approval
2. Complete the ethical training and certification
3. Conduct a comprehensive literature review
4. Collect data in the field
5. Enter and analyse data collected
6. Write up a research report
7. Present research findings

Program Outcomes Met By This Course:

- PO.1. Apply research methodologies to investigate social problems/issues
PO.2. Demonstrate their critical thinking skills to sociological analysis of social problem/issues.
PO.3. Employ sociological research methods to investigate and explain social issues

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
B+ = 84.5 - 89.4%
B = 79.5 - 84.4%
C+ = 74.5 - 79.4%
C = 69.5 - 74.4%
D = 64.5 - 69.4%
F = 65% or less

Course Materials:

Text: • Neuman, Lawrence W. (2006). Social Research Methods Qualitative and Quantitative Approaches, 6th Edition. Pearson Education, Inc. USA

Supplementary Readings/Resources: [Click or tap here to enter text.](#)

Course Grading Requirement:

Reviewed Project Proposal:	10%
Enhanced Literature Review:	20 %
Review and Piloting of Instrument:	10 %
Completed Final Project:	60 %

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Course Requirements:

Students must have completed Introduction to Empirical Research

Students must have an approved research proposal

Students must have access to analytic tool (SPSS) for Quantitative Method

Course Schedule:

Monday & Wednesday: 11:30 - 12:20

Wednesday: 12:30 – 1:20

Friday: Field Work

Wk 1

General Ethical Issues in Empirical Research Project:

Discussion of individual Research Proposals

Wk 2

Review of Research Proposals

Ethical Issues in Research/IRB Requirements

Assignment due - Research Proposal

Wk 3

Expand Review of Literature

Ethical Issues in using Literature

Wk 4

Key Issues in Research Designs – Quantitative:

Individual design consultations

Wk 5

Key Issues in Research Designs – Qualitative

Ethical Issues in Design

Individual Design consultations

Wk. 6:

Pilot and finalize Research Instrument

(Survey and Interviews)

Week 7 - 9

Data Collection/ Field Work

(Individual consultations)

Wk 10-12

Analyzing Data

SPSS – quantitative analysis

Thematic – qualitative analysis

(Individual Consultations)

Wk 13-15

Writing up Results

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(Project Consultation)

Week 16: Project Due

POLICY INFORMATION

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Attendance Policy:

Attendance Requirement

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St. George's University

School of Arts and Sciences

Department of **Humanities and Social Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: SSCI:412 Social Sciences & Medicine
Number of Credits: 3 credits
Days and Times: Friday: 10:00 a.m.- 11:15 a.m.; Friday: 7:00 p.m. – 8:15 p.m.
Semester and Year: Spring 2021
Classroom Location: Zoom Platform
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; 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 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:

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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 Paper	Feb. 10 th .	15
Midterm Reaction Paper 1	March 4 th	25
Group Poster Presentation	April 29 th	20
Group Research paper	May 4 th	30
Attendance & Participation	N/A	10
*TOTAL		100%

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Course Requirements:

Mandatory attendance and participation in classes and completion of all class assignments

Course Schedule:

Module ONE: SOCIAL FACTORS, ILLNESS & ITS MEANING		
Date	Topic/Reading	Presenter
JAN. Fri.22 nd	Welcome – Syllabus, Outline of the course, Policies & Procedures; Team Building Introduction	Greaves
Fri 29 th	What is sociology of health & illness and why study it?	Greaves
FEB. Fri 5 th	Contributions of the Social Sciences to Health & Medicine Weitz: pages 3-8 Weitz: Chapters 3&4 Social Construction of Health & Illness	Greaves
Mon 8th	Independence Holiday	
Module TWO: HEALTH CARE DISPARITIES		
Fri 12 th	Health Inequalities and Inequities Health Social Movements Weitz: Chapter 6:	Greaves
Fri 19 th	Complementary & Alternative Medicine Cultural Competency and Sensitivity issues	Arlette Wildman Kotze
Fri 26 th	Module Three: Health, Medicine and the Environment The Development of Scientific Medicine Introduction to Environmental Health First Forum Discussion due	Bidaisee Glasgow
MAR. Fri 5 th	Veterinary Health & Medicine Impact of climate Change on Health	Kabuusu Fletcher

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Mon. 8 th - Fri. 12 th	Midterm Exams	
Fri 19 th	Module Four: Health Systems Health Systems – The Building Blocks	Greaves
Fri 26 th	Module Five: Health Policy Public Policy for the Public’s Health Health in All Policies	Greaves
APR. Fri 2nd	Good Friday	
Mon 5th	Easter Monday	
Fri. 9 th	Module six: The Patient Primary Health Care (PHC)/Universal Health Care Patient Centered -Care	Smith Solomon
Fri 16 th	Module Seven: Physicians & the Profession of Medicine The Profession of Medicine Physician Satisfaction & Dissatisfaction Medicine As Social Control	Greaves
Fri 23 rd	Group Poster Presentations	Greaves
Fri 30 th	Group Poster Presentations	Greaves
MAY Mon 3 rd	May 3rd -7th Final Exams	Greaves

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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

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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:

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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: SSCI 480 – Independent Study
Number of Credits: 3+3
Days and Times: Fridays – 9:30am-12:30pm
Semester and Year: Spring 2021
Classroom Location: online
Pre-requisite(s): SSCI 411 or Senior Standing

Course Lecturer Name(s): Oliver Benoit & Wendy Crawford-Daniel
Course Director Name: **Oliver Benoit**

Course Lecturer(s) Contact Information: obenoit@sgu.edu; wcrawford@sgu.edu
Course Director Contact Information: **obenoit@sgu.edu**

Course Lecturer(s) Office Hours: by appointment
Course Director Office Hours: **by appointment**

Course Lecturer(s) Office Location: Ballsier building - upstairs
Course Director Office Location: same as above

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 offered in the final year of the Humanities & Social Science Program. The research projects are designed and tailored to fit student's own interests and research proposals. This course is done over a 2-semester period.

Course Objectives:

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This course, by itself, does not equip students to become proficient researchers. However, students who successfully complete it would become more discriminating users of empirical research. To attain this goal, the following objectives will be pursued:

Completion of empirical research project. Further develop the following:

1. Levels of research approaches
2. Unit of analysis
3. Crafting research purpose statements
4. Sampling and recruitment
5. Delimitations, limitations, and significance of the study
6. Research quality and ethical issues

Student Learning Outcomes:

1. Prepare a thorough literature review
2. Collect data in the field
3. Enter and analyse data collected
4. Write up a detailed research report
5. Present research findings

Program Outcomes Met By This Course:

- PO-1. Apply research methodologies to investigate social problems/issues
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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: N/A

Supplementary Readings/Resources: Library database resources. Students are guided through the complete research proposal.

Course Grading Requirement:

- Introduction/Research Question/Rationale: 10%
- Literature Review: 30%
- Findings: 30%
- Analysis/discussion: 30%

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Course Requirements:

It is required that students meet with their lecturer on a regular basis.

1. In composing your papers strive to build a convincing argument; and in doing so, adhere to accepted principles of argumentation, e.g., (a) ensure that claims are clearly articulated and supported by adequate evidence; (b) connect ideas with adequate transitions; (c) make efforts to avoid internal inconsistencies in your argument; and (d) remember that contradictions are not always reconcilable. If and when you encounter irreconcilable contradictions, write in such a way that your readers would know that you are aware of the contradictions and have struggled to resolve them.
2. Unless otherwise indicated, submit your written assignments electronically (i.e., in the designated assignment drop box on SAKAI), as a WORD attachment. If there is no designated drop box on SAKAI, send it to my SGU email.
3. In creating a FILE NAME, begin with **your last name**, followed by a **BRIEF description of the document**—with no spaces between—and end with a **date**. For example, if I were submitting a proposal on April 19, 2013 I would name it: **BaptisteProposalApr19-2013**, where "**Baptiste**" is my last name and "**Proposal**" is the description of the document, and **April 19, 2013** is the date.
4. As far as possible, follow the most current APA Style Manual when submitting your work:
 - a. Include a title page with the title of the paper, the name(s) of the person(s) who wrote the paper, and the date submitted,
 - b. A header must appear at the top of each page, c. All pages must be numbered,
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5. All sources of information used in your paper must be documented. This is true whether you are quoting or paraphrasing; whether you are making direct reference to the material, or using it in a general and indirect way. Sources here refer to written as well as non-written materials, such as audio or video recorded interviews, personal conversations, etc. It is a criminal offense to use other people's information without giving them the credit. It is called plagiarism. A source must be cited by author(s), year (and page numbers if quoting) in the passage in which it is used.
6. Please proof read and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.
7. Papers that do not adhere to these guidelines may not be reviewed.

Course Schedule:

Week	Assignment
1-3	Develop and present research question
4-6	Consult lecturer for guidance with project
7-10	Data collection/ field work
11-12	Data Analysis
13-15	Individual consultation
16	Submission of first phase of the project

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ST GEORGE'S UNIVERSITY
SCHOOL OF VETERINARY MEDICINE
INTRODUCTION TO VETERINARY SCIENCE AND MEDICINE (2 Credits)
VSCI301 / Spring 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

II. Course location

Online location—Sakai resources: Panopto, Zoom meetings, Test & Quizzes, Lessons, Assignments, and others).

III. Prerequisite and/or co-requisite courses

Students must be enrolled in SGU's Pre-veterinary or the Foundation program.

IV. Required resources

Visit the following link regarding the required computer specifications to use ExamSoft.

<https://mycampus.sgu.edu/group/office-of-institutional-advancement/examsoft1>

V. Recommended resources

The **recommended** textbooks for this course are:

-**Merck Veterinary Manual** by Susan E. Aiello & Michael A. Moses, 11th Edition; Elsevier, 2016

You can access it here <https://www.merckvetmanual.com>

- **Saunders Manual of Small Animal Practice** by Birchard Shering is accessible through Research4Life. Steps to access:

Use the link:

<https://auth.elsevier.com/ShibAuth/institutionLogin?entityID=http://stsr4l.who.int/adfs/service/s/trust&appReturnURL=https://www.sciencedirect.com/science/book/9780721604220>

You will be prompted to log in to Research4Life

Username: gra002

Password: 77083

VI. Accommodation

Students with disabilities who need accommodations should contact Student Accessibility and Accommodations Services (SAAS), located in the Dean of Students Office.

Information can be found at mycampus.sgu.edu/group/saas

VII. Other requirements

None

VIII. Course rationale

This introductory course to Veterinary Science and Medicine offers an overview of the veterinary profession for future veterinary students in the SVM-DVM program.

This course familiarizes students with basic concepts related to the veterinary profession.

Students will acquire a basic and introductory working knowledge of clinical practice, infectious diseases, preventive medicine, and therapeutic principles. The students will be exposed to clinical scenarios to illustrate the impact of the veterinary profession in animal welfare and health.

IX. Course Learning Outcomes

Upon completion of the Introduction to Veterinary Science and Medicine course, students should be able to:

1. Describe the areas of impact in veterinary medicine including examples of clinical practice and structure of the veterinary clinic.
2. Recognize the principles of the clinical examination and its relevance to the diagnosis and therapeutic approaches.
3. List the characteristics of relevant infectious diseases, parasitological diseases, and relevant pathologies in small and large animals.
4. Distinguish the influence of reproduction in veterinary medicine.
5. Describe the basic principles of therapeutics.
6. Recognize the basic principles of veterinary surgery.

X. Lecture Learning Outcomes (LLO's)

Detailed lecture learning outcomes have been designed for every section and are found in the course handouts, which will be posted weekly on Sakai. The list of LLO's is appended at the end of this document.

XI. Course Schedule

The lecture schedule is appended at the end of the syllabus document.

XII. Grading and assessment policy

There will be a quiz, midterm (proctored online exam), and assignments. The midterm and the final examinations will be based only on modular questions. Modular examinations expect a student to demonstrate in-depth and detailed knowledge about the material covered. All examinations are sequestered. Exams may contain multiple-choice (single best answer), true/false, and fill in blanks. Examination questions come from material covered in lectures, handouts, and any other sources the instructors indicate. All rules and regulations concerning examinations including EXAMSOFT are detailed in the SGU Student manual.

<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/examination-policies/>

There will be 2 (two) modular examinations as listed in the table below. Modular examinations expect a student 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 EXAMSOFT, 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, 5, 11 and 15	40
TOTAL POINTS		140

Letter Grade	Percentage	Number Grade
A+	100	4
A	90-99	4
B+	85-89	3.5
B	80-84	3
C+	75-79	2.5
C	70-74	2
D	65-69	1
F	< 65	0

XIII. Recommended study strategies

Every learner is different, and these are only general recommendations:

1. Watch the videos on a weekly basis.
2. Make your notes, ensuring that the content is understood.
3. For exam preparation, 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 and staff and their fellow students and the general public.

The student is expected to review lecture recordings, assignments, and any other material indicated by the professor before zoom meetings.

XV. Professionalism statement

The policy relating to SGU's Student Policies, Procedures, and Non-Academic Standards is detailed in the SGU student manual 2018/2019.

XVII. Attendance/Participation Policy (refer student to the student manual page if applicable)

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 Examsoft) 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) (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 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.examsoft.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.
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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 (if applicable):

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<https://www.sgu.edu/studentmanual/school-of-arts-and-sciences/academic-policies/plagiarism-policy/>

Appendix: Lecture Learning Outcomes and Lecture Schedule Spring 2021.

LECTURE LEARNING OUTCOMES.

Lecture	Lecture Outcomes
Veterinary Science and Medicine	Define Veterinary Medicine
	Outline the meaning and implications of One Health One Medicine
	Identify the different areas of Veterinary Medicine and specialization
Ethics	Understand and apply basic ethical principles, the laws of nature and natural law.
	Overview animal welfare and the five freedoms.
	Appreciate the role of codes of student and professional conduct. Consider their own responsibilities for professional development within an academic
General Practice and organization of a veterinary clinic.	List the Veterinary Healthcare Team members
	Identify the differences between each team member
	Recognize the organizational structure and chart of a general and a specialty
Clinical examination	Describe the physical examination methods.
	Outline the objective and technique for each physical examination method.
	Identify different physical body conditions.
	Recognize the clinical examination by systems, their objectives and procedures.
Animal Restraint and Handling	Understand why restraint is necessary
	Describe the principles and considerations when selecting different restraint methods.
	Recognize the importance of safety when using restraint techniques.
	Identify the types of restraint tools available and the different restraint methods by
	Identify which situations require which tool. Identify the different types of hazards that a veterinarian can be exposed to and how
Animal Behavior	Recognize the importance of animal welfare and animal behavior in Veterinary
Most important infectious diseases in small animals	Define Infectious disease and Zoonosis
	Identify the etiology of each infectious disease.
	Describe the pathogenesis and the clinical findings.
	Name the diagnosis tools.
	Identify the possible treatments. Name the preventive methods.
Parasitology	Define the basic concepts related to veterinary parasitology.
	Identify the etiologic agents of each parasite's infection.
	Describe the life cycle of each parasite.
	Identify the clinical findings and lesions that characterize each parasite infection.
	Name the most important diagnostic tools for each parasite. Identify the possible treatments and control for each parasite.
Tickborne Diseases	Recognize the general characteristics of ticks.
	Understand the general life cycle of the ticks and how does the disease is spread.
	Identify the etiology of each Tick Born Disease.
	Describe the epidemiology and the clinical findings.
	Name the diagnosis tools.
	Identify the possible treatments. Name the preventive methods.
	Describe the safest technique for tick removal

Preventive Medicine	Identify the importance of preventive medicine and its stages
	Recognize different types of immunization
	Define Vaccine
	Classify vaccines according to its nature and relevance
	Describe different routes of administration, their advantages and disadvantages
	Identify the basis of vaccination schedules
Nutrition	Recognize the difference between Food Intake and Nutrition.
	Identify the six major components of animal diets, their significance in nutrition and
	Understand the general principles in animal nutrition.
	Define Maintenance requirements, Resting energy rate and Maintenance energy
	Recognize different types of animal feeds.
Describe the important features found on pet food labels and compare the	
Recognize the components of a satisfactory diet.	
Theriogenology	Recognize the reproductive physiology evolution of the Canidae species.
	Describe the dog's and cat's reproductive cycles and special considerations.
	Identify the biological reasons supporting the convention of working with horses from
	Recognize that only the mare produces chorionic gonadotropin during pregnancy.
	Indicate the differences in the reproductive management of dairy vs. beef cattle.
Therapeutics	Define therapeutic and identify clinically relevant examples in veterinary medicine.
	Identify the steps in the initiation, management, and reassessment of drug and/or non-
	Define: pharmacology, clinical pharmacology, pharmacodynamic, and
	Describe the basic components of pharmacokinetic: ADME.
	Define: agonist, antagonist, and inhibitors
	Identify a cellular target concerning the mechanism of action of drugs: use examples.
	Calculate the dose of medication using the examples given in class.
Basic Principles of Surgery	Recognize the main functions of the skin.
	Identify the general practices used to guarantee an aseptic technic.
	Distinguish between disinfectants and antiseptics.
	Define sterilization.
	Describe the best practice on the pre-surgical asepsis of the patient skin and the
	Identify the phases and terminology related with laceration healing.
	Recognize the suture material classification.
	Identify different suture patterns.
	List the Post-op/after care instructions.

LECTURE SCHEDULE, INSTRUCTORS, LECTURE CONTENT, AND EVALUATIONS

WEEK	DATE	TIME	TOPIC	Lecture Hours per lecture (aprox)	SESSION	FACULTY	Assignment	Points
1	Monday Jan 18, 2021	12:00 - 1:00 PM	Introduction, Syllabus presentation. Assignment	1	Zoom	Dr. Velazquez		
			Definition of Veterinary Medicine and Science. One Health one Medicine. Areas of Veterinary Medicine	1	Lesson/Sakay	Dr. Velazquez	1	10
2	Monday Jan 25, 2021	9:30 AM	Ethics/Global Veterinary Health Track	1	Lesson/Sakay	Dr. Kirwan		
			Clinical Practice and organization of a Veterinary clinic	1	Lesson/Sakay	Dr. Velazquez		
	Wednesday Jan 27, 2021	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
3	Monday Feb 1, 2021	9:30 AM	Animal Handling and Restraint. Health and safety	2	Lesson/Sakay	Dr. Velazquez		
	Wednesday Feb 3, 2021	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
4	Feb 8 - 12, 2021		Exam week					
5	Monday Feb 15, 2021	9:30 AM	Animal Behavior	1	Lesson/Sakay	Dr. Bain		
			Clinical examination	2	Lesson/Sakay	Dr. Velazquez	1	10
	Wednesday Feb 17, 2021	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
6	Monday Feb 22, 2021	9:30 AM	Most Important infectious diseases in small animals	2	Lesson/Sakay	Dr. Velazquez		
	Wednesday Feb 24, 2021	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
7	Monday Mar 1, 2021	9:30 AM	Parasitology: Small and Large animals	2	Lesson/Sakay	Dr. Velazquez		
	Wednesday Mar 3, 2021	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
8	Mar 8-12, 2021		Midterm					50
9	Monday Mar 15, 2021	9:30 AM	Tick-borne diseases: Small and large animals	1	Lesson/Sakay	Dr. Velazquez		
10	Monday Mar 22, 2021	9:30 AM	Preventive Medicine. Vaccination. Principles & Strategies	1	Lesson/Sakay	Dr. Velazquez		
	Wednesday Mar 24, 2021	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
11	Monday Mar 29, 2021	9:30 AM	Nutrition	1	Lesson/Sakay	Dr. Velazquez	1	10
	Wednesday Mar 31, 2021	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
12	Apr 5 - 9, 2021		Exam week					
13	Monday Apr 12, 2021	9:30 AM	Reproduction	2	Lesson/Sakay	Dr. Larsen		
14	Monday Apr 19, 2021	9:30 AM	Therapeutic Principles	2	Lesson/Sakay	Dr. Zerpa	1	10
	Wednesday Apr 21, 2021	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
15	Monday Apr 26, 2021	9:30 AM	Principles of surgery	1	Lesson/Sakay	Dr. Velazquez		
	Wednesday Apr 28, 2021	1:30 - 2:30 PM	Zoom Session	1	Zoom	Dr. Velazquez		
16	May 3- 7, 2021		Final					50
							Total points	140



ST GEORGE'S UNIVERSITY
SCHOOL OF VETERINARY MEDICINE
DEPARTMENT OF ANATOMY, PHYSIOLOGY & PHARMACOLOGY
BASIC VETERINARY PHYSIOLOGY SYLLABUS (3 Credits)
VSCI400 / Spring 2021

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 via Zoom meetings in two (2) modalities: “one-to-one individual/small groups” by appointment and “collective office hours” for the whole class every Thursday at 2:30 pm.

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 via Zoom meetings in two (2) modalities: “one-to-one individual/small groups” by appointment and “collective office hours” for the whole class every Thursday at 2:30 pm.

Instructor

Dr. Hugo Hernandez Fonseca, SVM

Prof. Vet. Physiology, SVM

Tel: 444 - 4175 ext 3328;

Email: hfonsec1@sgu.edu

Office hours are offered via Zoom meetings in two (2) modalities: “one-to-one individual/small groups” by appointment and “collective office hours” for the whole class every Thursday at 2:30 pm.

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 via Zoom meetings in two (2) modalities: “one-to-one individual/small groups” by appointment and “collective office hours” for the whole class every Thursday at 2:30 pm.

II. Course location

Online location—Sakai resources: Panopto, Zoom meetings, Test & Quizzes, Lessons, Assignments, and others).

III. Prerequisite and/or co-requisite courses

Students must be enrolled in SGU's Pre-veterinary or the Foundation program.

IV. Required resources

Visit the following link regarding the required computer specifications to use ExamSoft.

<https://mycampus.sgu.edu/group/office-of-institutional-advancement/examsoft1>

V. Recommended resources

- The recommended textbook for this course is:

Physiology of Domestic Animals by O.V. Sjaastad, K. Hove & O. Sand, 3rd Edition; Scandinavian Veterinary Press, 2016

- Additionally, these two excellent and concise medical physiology textbooks, contain very well-designed diagrams and figures. They are available as E-books at SGU library:

- Ganong’s Review of Medical Physiology by Barrett KE, Barman SM, Boitano S, Brooks HL. 25th edition, McGraw-Hill Education., 2016.

<https://periodicals.sgu.edu/login?url=https://accessmedicine.mhmedical.com/book.aspx?bookid=1587>

- Medical Physiology: The Big Picture by Kibble JD, Halsey CR. McGraw-Hill Education., 2015.

<https://periodicals.sgu.edu/login?url=https://accessmedicine.mhmedical.com/book.aspx?bookid=1291>

If you have any concerns or problems accessing these resources, contact Suzanne Paparo spaparo@sgu.edu

VI. Special accommodation

- a. Students with disabilities who need accommodations should contact Student Accessibility and Accommodations Services (SAAS), located in the Dean of Students Office.
- b. Information can be found at mycampus.sgu.edu/group/saas

VII. Other requirements

None

VIII. Course rationale

This course is an introductory course in animal physiology which prepares future veterinary students for the SVM-DVM program, i.p. the Veterinary Physiology I and II courses. This course familiarizes students with basic concepts of animal physiology, using a system's approach. Students will acquire basic working knowledge of physiological functions in health and basic understanding of interrelationships between various body systems. The student will be exposed to consequences and signs of these system's malfunctions and to simple clinical cases.

IX. Course-level outcomes

Upon completion of the Basic Animal Physiology course, students should be able to:

1. describe the fundamental mechanisms underlying normal function of cells, tissues, organs, and organ systems of animals, commensurate with the requirements for a student entering the DVM program.
2. integrate knowledge about the physiological functions of organ systems to explain basic mechanisms of whole-body homeostasis.
3. apply knowledge of physiological mechanisms and their regulation to explain the pathophysiology underlying some commonly seen diseases in veterinary practice.

X. Lesson-Level Outcomes

Detailed lecture learning outcomes have been designed for every section and are found in the course handouts, which will be posted on Sakai.

XI. Alignment of Course Learning Outcomes with SGU-SVM Program Learning Outcomes

(please note that this table contains only those Program Level Learning Outcomes, which are relevant for the VSCI400 course).

SVM Program Learning Outcomes	Course Learning Outcome #
A. Core Medical Knowledge	
1. Recall, understand, and adequately utilize multidisciplinary knowledge of basic structures and functions of healthy animals.	1, 2, 3
2. Analyse homeostasis and disturbances thereof.	1, 2, 3
3. Recall, understand, and adequately utilize knowledge of etiology, pathogenesis and pathology of common infectious, non-infectious, and zoonotic diseases.	3
4. Explain the relationship between disease processes and clinical signs.	3

XII. Course Schedule

The lecture schedule is appended at the end of this syllabus document.

XIII. Grading and assessment policy, and grading rubrics

The assessment of this course contains four (4) examinations: 1st examination (quiz), 2nd examination (midterm), 3rd examination (quiz and reproduction assignment) and a 4th examination (final exam). The 2nd and 4th examinations will contain modular and comprehensive questions. Modular examinations expect a student to demonstrate in-depth and detailed knowledge about the material covered. Detailed lecture learning outcomes are included in each handout. The comprehensive examinations serve to reinforce the knowledge acquired and tested previously, and will focus on broader concepts, integration, and clinical applications. All examinations are sequestered. Exams may contain multiple choice (single best answer), true/false, and fill-in blanks questions. Examination questions come from material covered in lectures, handouts, and any other sources the instructors indicate. All rules and regulations concerning examinations including EXAMSOFTE are detailed in the SGU Student manual.

Assessment	Content	Date	POINTS
First Examination	Quiz: Lectures 01-10, February 11 at 10:00 am	Week 4	20
Midterm week: Second examination	Midterm: Lectures 01-18 March, 11 at 10:00 am	Week 8	40
Third Examination	Quiz: Lectures 19-27 April, 08 at 10:00 am	Week 12	20
Final: Fourth Examination	Final: Lectures 01-36 May, 06 at 10:00 am	Week 16	60
Written Assignments	Assignments	To be determined	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

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XVII. Attendance policy

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Appendix: Tentative Lecture Schedule Spring 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) – Spring 2021

Basic Animal Physiology (VSCI400) – Spring 2021		
Weeks	Lecture Recording #	Module 1. Nerve & Muscle (NK)
1 18- 22 January	1	Introduction and Principles of Transport Mechanisms
	2	Electrical events on the cell membrane.
	3	The Neuron and conduction of electrical impulses
		<i>Zoom meeting (Office hours: mandatory): Thursday, January 21 at 02:30 pm AST</i>
2 25-29 January	4	Autonomic Nervous System
	5	Reflexes
	6	Physiology of Muscle tissue.
		<i>Zoom meeting (Office hours: voluntary): Thursday, January 28 at 02:30 pm AST</i>
		Module 2. Cardiovascular (NK)
3 01 February 05 February	7	Introduction and Major Aspects
	8	The Heart and Electrocardiography
	9	The Pumping Function of the Heart and Cardiac cycle
		<i>Zoom meeting (Office hours: voluntary): Thursday, February 04 at 02:30 pm AST</i>
4 08-12 February	10	Circulation
		First Examination: quiz, 20 Points / Lectures 1-10 February, 11 at 10:00 am
		Module 3. Endocrinology (NK)
5 15-19 February	11	General Aspects
	12	Pancreas

	13	Thyroid gland
		<i>Zoom meeting (Office hours: voluntary): Thursday, February 18 at 02:30 pm AST</i>
6	14	Adrenal Gland and Growth Hormone
22-26 February		Module 4. Hematology (NK)
	15	Overview and Plasma
	16	Red Blood Cells
		<i>Zoom meeting (Office hours: voluntary): Thursday, February 25 at 02:30 pm AST</i>
7	17	Platelets and Hemostasis
01-05 March	18	Leukocytes and Immune System
		<i>Zoom meeting (Review session: voluntary): Thursday, March 04 at 02:30 pm AST</i>
8 08-12 March		Midterm week. Second Examination (midterm)/40 points: lecture recording: 1-18 March 11 at 10:00 am.
9		Module 5. Respiration (NK)
15-19 March	19	Ventilation and Diffusion of gases
	20	Gas exchange
	21	Gas transport
		<i>Zoom meeting (Office hours: voluntary): Thursday, March 18 at 02:30 pm AST</i>
10	22	Control of Ventilation

22-26 March		Module 6. Reproduction (RL)
	23	How to graph the estrus cycle
	24	Reproductive cycle: cow
		<i>Zoom meeting (Review session: voluntary): Thursday, March 25 at 02:30 pm AST</i>
11 29 March 02 April	25	Reproductive cycle: mare
	26	Reproduction: placenta
	27	Reproductive cycle: canine
		<i>Zoom meeting (Office Hours: voluntary): Thursday, April 01 at 02:30 pm AST</i>
12 05-09 April		<i>Zoom meeting (Review session: voluntary): Monday, April 05. Time to be determined</i>
		Third examination: Quiz: 20 Points / Lectures 19-27 April, 08 at 10:00 am. Written Assignment (10 points): reproduction module. Date; to be determined.
13 12-16 April		Module 7. Gastrointestinal (NK)
	28	General Aspects of Digestion
	29	Oral cavity, Pharynx, Esophagus, and Stomach
	30	Stomach, Pancreas, and Liver
		<i>Zoom meeting (Office Hours: voluntary): Thursday, April 15 at 02:30 pm AST</i>
14 19-23 April	31	Small intestine, Large intestine, and Ruminants.
	32	Small intestine, Large intestine, and Ruminants.
		Module 8. Renal (HHF)
	33	Renal: introduction
		<i>Zoom meeting (Office Hours: voluntary): Thursday, April 22 at 02:30 pm AST</i>
15 26-30 April	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, April 29 at 02:30 pm AST</i>

16 03-07 May		FINAL EXAM VSCI400 (60 pts); Lectures 1-36 May 06 at 10:00 am
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