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Syllabi Archives 3

Syllabi Archives

Abnormal Psychology

Course
PSYC 302
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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, 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 reviews the major psychiatric disorders as defined in the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). The salient diagnostic features of the mental disorders are highlighted. Major theories of the etiology of mental illness are reviewed, and neurobiological correlates of abnormal behavior are emphasized when possible. Both psychotherapeutic and biological treatment options and outcome measures for mental illness are covered. Clinical cases and clinical videos illustrating psychopathology are utilized to enhance learning.

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.
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 culturespecific 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 = 64.4% 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%

Group 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:

Course Week	Date	Topic	Activity
1	Jan.18	Introduction to Abnormal Psychology	

	Jan.20	Psychiatric Classifications	
2	Jan.25	Theories of Behavior	
	Jan.27	Theories and Techniques	
3	Feb.01	Laws, Ethics and Mental Illness	
	Feb.03	QUIZ No.1	Quiz No. 1. In Class.
4	Feb.08	Eating Disorders	
	Feb.10	Sleep – Wake Disorders	
5	Feb.15	Depressive and Related Disorders	
	Feb.17	Bi-Polar and Related Disorders	
6	Feb.22	Substance Related and Addictive Disorders	
	Feb.24	GROUP PRESENTATIONS	3 Presentations @15 mins each.
7	Mar. 1	QUIZ No.2	Quiz No. 2. In Class.
	Mar.03	Neurocognitive Disorders	
8	Mar.08	MID-TERM WEEK	
	Mar.10		
9	Mar.15	Anxiety Disorders and Traumatic Disorders	
	Mar.17	GROUP PRESENTATIONS	3 Presentations @ 15 mins each.
10	Mar.22	OCD and Related Disorders	
	Mar.24	Somatic, Dissociative and Related Disorders	
11	Mar.29	Personality Disorders	
	Mar.31	GROUP PRESENTATIONS	3 Presentations @ 15 mins each.
12	Apr.05	Gender Dysphoria and Sexual Dysfunction.	
	Apr.07	GROUP PRESENTATIONS	3 Presentations @15 mins each.
13	Apr.12	Schizophrenia and Related Disorders	
	Apr. 14	GROUP PRESENTATIONS	Final 3 Presentations @ 15 mins. Each.
14	Apr.19	Disruptive, Conduct and Impulse Related	
	Apr. 21	Wrap Up and Final Research Preparation	
15	Apr.26		Research Paper due.
	Apr.28	Self-Study Day	
	May 3 May 5	FINAL EXAM WEEK	QUIZ No.3

Master Syllabus
School of Arts and Sciences Master Syllabi

Accommodation Management

Course
BUSI 325
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Helen Bhola-Paul

Course Director Name: N/A

Course Lecturer(s) Contact Information: hbhola@sgu.edu (473) 444 4175 Ext 3748

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Appointment via Zoom Mon, Wed, Fri 1-3pm; Tues, Thurs 11:00am-12pm

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; Mahalia Charles- mcharl11@sgu.edu Ext 3863

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

Course Curriculum Information

Course Description:

This course is designed to give students an overview of the functioning of the room's division department. Areas covered include the selection and recruitment of staff for the front office, housekeeping and the uniform services department, the types of reservations systems which include the manual and the automated. Areas covered will include the housekeeping department from the procedures involved in cleaning rooms, chemicals identification and the procedure for training staff in the Material Safety Data Sheet and a brief discussion on the laundry department.

This course will examine the critical role the rooms department play in delivering a quality guest experience and in the financial sustainability of the accommodation sector.

Course Objectives:

- **-Explain the function of the various codes, forms, and processes used in the front office and the housekeeping departments.**
- **-Construct an efficient reservation system that records crucial information while avoiding problems in processing various types of reservations.**
- **-Analyze hotel accounting procedures ranging from posting accounts to conducting cash and check transactions at the front desk.**
- **-Develop and follow check-out and settlement procedures.**
- **-Develop and follow standards for room cleaning and inspection**
- **-Analyze statistics relevant to establishing room rates, forecasting room availability, revenue management, budgeting for operations, and evaluating front office operations**

Student Learning Outcomes:

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

- **•Analyze the management process of hiring, orienting and training in the Rooms division department**
- **•Identify the features of a manual rooms division system and an automated system**
- **•Analyze the information produced by the front office, housekeeping and uniform service in making strategic operational decisions**
- **•Apply concepts of productivity standards in developing and managing standard operating procedures for various front office/housekeeping tasks and in the process the design of a skills training program for staff**

- **•Demonstrate knowledge of revenue forecasting and revenue management as a management tool used to maximum REVPAR (Revenue per available room)**

Program Outcomes Met By This Course

ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

ISLO-11 Students will be able to demonstrate knowledge of legal, ethical, and global standards 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 = 64.4% or less

Course Materials:

Text: Professional Front Office Management, By Robert H. Woods, Jack D. Ninemeier, David K. Hayes and Michele A. Austin (Pearson Prentice Hall).

Supplementary Readings/Resources: **Where appropriate additional reference materials will be placed in the "Library Resources" in Sakai as well as during lectures.**

Course Grading Requirement:

- Midterm Exams: 25%
- Individual Forums (2) Discussion based on Front Office & HKP: 10%
- Group Training Video submission via Forums: 15%
- Group Written Project- Front Office/Housekeeping Training Manual with Standard Operating Procedures: 25%
- Group Project Class Presentation: 10%
- Group Case Study-submission via Sakai: 15%
- **TOTAL: 100%**

Course Requirements:

Students are required to complete:

1. **Two Individual Discussion Forums - 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. One will focus on Front Office Operations and the second on Housekeeping Operations.**

2. **A Group Case Study written submission- Quality writing, proper citation, referencing and good research is a criterion for a quality paper. Please ensure that you follow the guidelines for your written assignments: On the date designated on the Course Outline the group's case study must be submitted via Sakai.**
3. **Midterm Exams– Students will take their midterm exams online at the same time during the class period. All students must be present and on time with their cameras on during the Midterm Exams.**
4. **Training Manual with a Training Video- Groups will be expected to develop a Training Manual for either of these positions: Receptionist, Reservationist, Housekeeper or Laundry Attendant. The manual must have a cover page, table of contents with sections for the various skills the above position needs to be trained in and skills they need to know. In addition, a training video must be created for no longer than 10 minutes demonstrating one of the skills. Be creative and use either your homes or if available one can use a hotel itself for that purpose.**

Course Schedule:
Week #1 and Week #2

- **Professional Front Office Management Ch 1**
- **Referenced text: Ch 1 Managing Front Office Operations**
- **Introduction and Review of Course Syllabus**
- General Lodging Industry Statistics
- **Overview of Tourism**
- **Types of Lodging accommodations**
- **Referenced text: Ch 2 Managing Front Office Operations**
- **The Hotel Organization and the Rooms Division Manager**
- Goals, Strategies and Tactics
- **Hotel Organizational Chart**
- **Rooms Division Organization Chart**
- **Work shifts**
- **Job Descriptions**
- **Job Specifications**
- **Individual Forum Discussion based on a question provided by Course Instructor and the due date is on Friday Week #2**
- **Forum Question: Is Social Media harmful or helpful? How can managers use social media to recruit and select new employees?**

Week # 3

- **Ch 14 Referenced text: Managing Front Office Operations**
- **Human Resources and Training for Front Office**
- Recruiting-Internal and External
- **Selection tools**
- **Hiring**
- **Orienting**
- **Skills Training**
- **Staff Scheduling**
- **Staff Motivation**
- **Professional Front Office Management Ch 2**
- **Front Office Operations and Planning for Quality Service**
- The Guest Cycle
- **Front Office Systems (manual, semi-automated and automated)**
- **Front Office Processes**
- **Lodging as a guest service business**

Week # 4 and Week #5 Referenced text:

- **Ch.4 Managing Front Office Operations**

- **Required Text: Professional Front Office Management**
- **Ch 7**
- **Reservations**
- Reservations and Sale
- **Types of Reservations**
- **Reservation Inquiry**
- **Group Reservations**
- **Reservation Record**
- **Reservation Maintenance**
- **Distribution Channel management**

Week # 6 and Week #7

- **Required Text: Professional Front Office Management Ch 9**
- **Guest Registration**
- Managing Guest Reservation
- **Individual reservations**
- **Group Reservations**
- **Managing guest reception**
- **Registration**
- **Managing Room assignment**
- **Room Selection**
- **Issuing the Room Key**
- **Self-Check-In innovation challenge**

Week #8

- **Midterms Exams- online**

Week #9

- **Referenced text: Managing Front Office**
- **Operations Ch 8**
- **Front Office Accounting**
- **Types of Accounts**
- **Types of Folios**
- **The role of the Point of sale system**
- Types of ledgers
- **Ch 11 Required Text: Professional Front Office Management**
- **Guest Check out and Account Settlement**
- Check out process
- **Check out options**
- **Unpaid accounts**
- **Account Collection**
- **Front Office Records**
- **Group case submission via Sakai on Thursday of Week #10**

Week #10

- **Referenced Text**
- **Professional Management of Housekeeping Operations 5th Ed**
- **Ch 1, Ch 2 , Ch4 and Ch5** The Role of Housekeeping in the Hospitality Operations Identifying Housekeeping Responsibilities
- **Planning the work of the Housekeeping Department**
- **Managing Inventories (Linens, Uniforms, Par Levels)**
- **The Role of Housekeeping in the Hospitality Operations**The daily cleaning routine entails
- **The priority for cleaning guestrooms**
- **The specific steps taken by a GRA to clean a guestroom**

- **Comprehend the coordination that occurs between the day and night shift GRA's**

Week #11

Ch 6 , 7, Referenced Text Professional Management of Housekeeping Operations 5th Ed

The Role of Housekeeping in the Hospitality Operations Non-public health products and Public Health Products**Chemical terminologies**

- **Selection criteria for chemicals**
- **The content of a Material Safety Data Sheet**
- **The impact of the waste amenities generate**
- **Fabric construction of sheets and pillow cases**
- **Standard size for Bedding, Blankets, Bath linen and Table Linen**
- **Par system used in Housekeeping**
- **"Opening the house" in the housekeeping department**
- Forms used in standardizing procedures and to communicate with employees A Supervisor's daily work report

Week #12

- **Ch12 Required Text Professional Front Office Management**
- **Night Audit and Report Management, and Technology in the Rooms Division**
- **Department**
- Using a PMS for the Night Audi
- **Tutorials**
- **Reports from the PMS**

="Night Audit Exercise for Betty Jane the Front Office Manager"=

Week #13

Ch. 6 and Ch 13 Required Text: Professional Front Office Management

- **Revenue Management**
- The concept of Revenue managemen
- **Measuring yield**
- **Elements of revenue management**
- **Using revenue management**

=Yield Management Exercise=

Week #14

Front Office and the Law

- Growing concerns in security
- **Developing a Security program**
- **Management's role in Security**
- **The Elements of Security Training**
- **Security and the Law**
- **Front office and the Law**

=CLASS CASE STUDY: "DON'T PARK HERE"

Week #15

- **Training Manual Submission via Sakai drop box and Training video using the Discussion Forum**
- **Class Presentation of each group's Training Manual on Tuesday and Thursday with the video**
- **Second Discussion Forum via Sakai Thursday Nov. 26th, 2020**
- **Forum Question: What are the advantages and disadvantages of laundering staff uniforms on property verses using an off-site laundry?**

Week #16

- **Final Exam Week- This course has no Final Exams**

Master Syllabus
School of Arts and Sciences Master Syllabi

Accounting Information Systems and Risk Analysis

Course
ACCT 307
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: 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:

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.
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:

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-5: Students will be able to analyze financial and non-financial reports to assist local and global internal managers and external users in making decisions.

ISLO-6: Students will be able to evaluate/ audit accounting records used to produce Financial Statements to conform with International Financial Reporting Standards

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Quick Books, Handouts

Supplementary Readings/Resources: N/A

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%

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***

Master Syllabus
School of Arts and Sciences Master Syllabi

Accounting Placement

Course
ACCT 302
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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, Mahalia Charles, MCharl11@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.

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:

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% 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

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 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

Rubrics

Written Internship Rubric					
Categories	**Highly Competent 9-10**	**Competent 7-8**	**Satisfactory 5-6**	**Unsatisfactory 4 -1**	**Total**
1.Overview of Internship Site, Mission, Services, Personnel	Student fully described the elements required.	Student partially described the elements required.	Student provided a minimal description of the elements required.	Student did not provide any information on the internship site.	/10
2.Internship activities, duties responsibilities	Student fully described what he/she worked on during the internship.	Student partially described what he/she worked on during the internship.	Student provided a minimal description of what he/she worked on during the internship.	Student did not provide any information on what he/she worked on during the internship.	/10
3.Self-Assessment of preparedness	Student fully described their preparedness with connections to courses and past experience.	Student partially described their preparedness with connections to courses and past experience.	Student did not described their preparedness with connections to courses and past experience.	Student did not provide any information on their preparedness with connections to courses and past experience.	/10

4.Lessons learnt and challenges experienced	Student fully described the lessons learnt and challenges experienced.	Student partially described the lessons learnt and challenges experienced.	Student did not described the lessons learnt and challenges experiences.	Student did not provide any information on the lessons learnt and challenges experienced.	/10
5.Successes Experienced and areas for professional development	Student fully described the successes experience and identified areas for professional development.	Student partially described the successes experienced and identified areas for professional development.	Student did not described the Successes experienced and identified areas for professional development.	Student did not provide any information on the successes experienced and identified area for professional development.	/10
6.What was learnt from the experience and the relevance of theories and concepts learnt	Student fully described what he/she learnt from the experience, theories and concepts learnt.	Student partially described what he/she learnt from the experience, theories and concepts learnt.	Student did not described what he/she learnt from the experience, theories and concepts learnt.	Student did not described what he/she learnt from the experience, theories and concepts learnt.	/10
7.Sketch of Future Plans (Career, Etc.)	Student Clearly articulated and described his/her future plans.	Students only provided a list of options.	Student was not able to articulate his/her future plans.	Student did not provide any information on his/her future plans.	/10
8.Student evaluation of the overall internship site	Student demonstrated a clear understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student demonstrated moderate understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student demonstrated minimal understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	Student did not demonstrated any understanding of how all the different components contributed to his/her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	/10
<u>9. Style & Grammar</u> 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

	Presentation Rubric				
CRITERIA	**Highly Competent**	**Competent**	**Satisfactory**	**Unsatisfactory**	**Total**
Points	**5**	**4**	**3**	**2-1**	
Sequence (15 Points) Introduction Articulation and development of ideas -Conclusion	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	_____ **15**
Information and Content (20 Points) -Adherence to Internship Report Guidelines -Depth of research on the company -Application of relevant theories and concepts learnt Explanations using examples and illustrations	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	_____ **20**
Presentation Skills (25 Points) -Volume -Enunciation, -Eye contact -Posture -Appropriate dress	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	_____ **25**

Master Syllabus
School of Arts and Sciences Master Syllabi

Adult Health Nursing II

Course
NURS 402

Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Jule Lindsay RN, BScN, MN/ Salisha Phillip RN, BSN

Course Director Name: Jule Lindsay RN, BScN, MN

Course Lecturer(s) Contact Information: sphill10@sgu.edu ext 3021

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: Cecilia George Mc Sween- cgeorge@sgu.edu ext. 3095, 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 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 = 64.4% or less

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%
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:

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	Introduction to drains Suture removal
2	Neoplastic Disorders	Management of clients with cancer: -Cervical cancer -Breast cancer -Prostate cancer -Ovarian cancer -Discuss/analyze malignant process, causative factors, carcinogenic agents of cancer. -Discuss primary and secondary prevention of cancer.	IV Medication Reconstitution of Medication etc.
3	Digestive Disorders Ch 41/43 Pg 986, 1005	Review pathophysiology of digestive System (self-directed) Management and care of clients with digestive disorders: -Cholecystitis -Cirrhosis -Gastritis -Discuss diagnostic tests/procedures -Describe the nursing process for the various digestive disorders. -Nursing interventions.	Nasogastric Tube Insertion Tube feeding Suppositories Enemas
4	Fluids, Electrolytes and Acid Base Imbalance CH 16/39	Discuss and explore fluids, electrolytes and acid base imbalance and nutrition (Self Directed). - Management of clients with nutritional deficincies: Video on TPN administration	IV Set up Review of IV calculations IV solutions (NS, RL, 1/2NS, D5 1/2NS, D5 1/2NS, D5W, D5

			1/3NS, D10W, D5 1/2NS -Total Parenteral Nutrition -G-tube -J-tube -Total Parenteral Nutrition -G-tube -J-tube
5	Cardiovascular System Ch31/34/66/43/33 **Quiz**	-Brief review of pathophysiology of the Cardiovascular System (selfdirected). -Discuss clinical manifestations, assessments, and diagnostic findings of clients with: -Heart Failure (HF) -Myocardial Infarction (MI) -Types of shock -Discuss ECG	**Morning** EKG/ECG practice
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
7	Gastrointestinal Nutrition **Ch 42/38** Class Presentation	-Management of clients withcolostomy and ileostomy/complications. Irritable bowel syndrome-Diverticulitis	Colostomy Ileostomy Colostomy/ Ileostomy care
8	**Midterm**		
9	Reproductive System Ch 52/54/53	Review Pathophysiology of Reproductive System (Self Directed) -Caring for clients with reproductive disorders -Management of care of clients with reproductive/ Infectious processes: -Human Papilloma Virus -Gonorrhea -Herpes -Use of nursing process and client centered care planning	Reproductive History Taking Pelvic Exam Patient education
10	Lymphatic/Immune System	Review pathophysiology of lymphatic/immune systems (self-directed)	Review of the nursing process

	Individualized Scholarly Paper Assignment Ch14 **Quiz**	-Caring for clients with lymphatic and Immune disorders. -Management and care of clients with HIV/ AIDS. Discuss the nursing management of HIV/ AIDS	Review of SOAP notes Review of SBAR Review of Nursing Care Plan Respiratory: Tracheostomy Care Suctioning of an open System Tracheostomy.
11	Musculoskeletal System Ch 63 **Quiz**	Review of the musculoskeletal system (selfdirected). -Injuries of muscle, tendons, ligaments, nerves, discs and blood vessels. -Chronic skeletal disorder: Osteoporosis; osteomyelitis. Complications associated with fracture and compartment syndrome.	**Morning/ Afternoon** Review positioning (low fowlers, semi-fowlers, Trendelenberg) Review of Transfer (Bed to stretcher, bed to chair e I-human Jose Garcia (Left Leg Fx.) David Douglas (Left Total Hip arthroplasty)
12	Neurological Diseases quiz	-Review pathophysiology of the neurological system (selfdirected). -Nursing care and management of client with neurological diseases. -Spinal cord injury -Guillain-Barre Syndrome -Amyotrophic lateral sclerosis (Project due)	Neuro assessment Mini Mental State Examination
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	Urinary Catheterization insertion Review. Continuous Bladder Irrigation
14	Hematologic Disorders Video	-Review pathophysiology of clients with hematological disorders (self-directed). Management of clients with hematological disorders: Disseminated Intravascular Coagulation (DIC)	Blood transfusion

		-Multiple organ failure -blood transfusion	
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.	Burns
16	**End of term**	**Final Exam**	**Cumulative Exam**
Week one	Case study		
Week two	Class Presentation Place students into four groups. Each group will present on one of the following topics: 1. Breast Cancer. 2. Ovarian Cancer. 3. Prostate Cancer. 4. Cervical Cancer. Each group is to utilize the nursing process in the plan of care : 1. Define disease condition 2. Discuss signs and symptoms of disease condition 3. Nursing considerations of disease condition 4. Nursing interventions of disease conditions 5. List diagnostic tests for disease condition 6. 3 medications/side effects VII. Community resources		
Week three	**Class Presentation** Place students into four groups. 1. Hepatitis A 2. Hepatitis B 3. Hepatitis C 4. Hepatitis D	Present on one of the following topics 1. 1. Define disease condition 2. Discuss signs and symptoms of disease 3. Nursing considerations of disease 4. Nursing interventions of disease 5. List diagnostic tests for disease condition 6. Medication 7. Community resources	
Week four	**Written Assignment** Place students into four groups. Present a client scenario in which a client has one of the following: 1. Hypophosphatemia 2. Hyperphosphatemia 3. Hypomagnesemia 4. Hypermagnesemia Each group is to utilize nursing process in plan of care: 1. Define disease condition 2. Discuss signs and symptoms of disease condition 3. Nursing considerations of disease condition 4. Nursing interventions of disease condition 5. List diagnostic tests for disease condition 6. 3 medications/side effects 7. Community resources		

Week five	**Class Presentation-Cardiovascular disorders** Each group will be assigned to one of the following conditions: 1. Angina Pectoris 2. Coronary Artery Disease 3. Endocarditis 4. Valvular disorder (Mitral Valve Prolapse) as it relates to cardiovascular issues Define disorder 1. List signs and symptoms of disease condition 2. 5 Nursing interventions of disease condition 3. 5 Nursing considerations of disease condition 4. 3 Community resources of disease condition 5. 5 List possible family stressors of disease conditions.
Week six	Case study
Week seven	**Class presentation** Place students into four groups. Present a patient scenario in which a patient has one of the following: 1. *Salmonella* 2. *E.coli* 3. Covid-19 4. SARS 1. Define disease condition. 2. 5 List signs and symptoms of disease condition. 3. 5 Nursing Considerations of disease condition. 4. 5 Nursing Interventions of disease condition. 5. 3 Diagnostic tests of disease condition. 6. 3 Community resources of disease condition. 7. 3 medication /side effects
	Mid- term written and practical
Week nine	**Group Presentation** Each group will present/discuss a case study on one of the following STIs. 1. Pelvic Inflammatory Disease 2. Bacterial Vaginosis 3. Mucopurulent Cervicitis 4. Trichomoniasis
Week ten	**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** 1. 1200 words 2. Font 12 3. Times New Roman 4. Double-spaced 5. Cover page 6. APA guidelines
Week eleven	Case study/Concept map

	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.
Week twelve	**Class Discussion** I. Case study – head injury
Week thirteen	**Class Presentation** Divide students into four groups. Each group to present for 15 mins on two of the following questions: 1. Define kidney failure. 2. Discuss pathophysiology/importance of the kidney and location in the body. 3. List signs and symptoms of kidney failure. 4. Discuss nursing considerations in the care of clients with kidney failure. 5. Discuss diagnostic tests for kidney failure. 6. What are the expected outcomes/prognosis of clients with kidney failure? Provide health teachings to clients/family with kidney failure. 7. Explore the importance of proper nutrition in the prevention of kidney failure. 8. Discuss treatment options and community resources to family/client.
Week fourteen	**Class Discussion** 1. Case study for a patient with multiple system organ failure.

Master Syllabus
School of Arts and Sciences Master Syllabi

Advanced Programming I

Course
COMP 305
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Tatiana Myllari

Course Director Name: N/A

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

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: TBA

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D (Leeward Hall), 2nd floor

Course Director Office Location: N/A

Course Support: TBA, 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), event handling, exception handling, database connectivity, structured data types.

Course Objectives:

The topics to be covered in the course include:

1. GUI Programming: designing Graphical User Interfaces in Java; components and containers;
2. AWT and Swing components; Java utilities;
3. Layout managers;
4. Event handling: event-driven programming in Java; event- handling process; event listeners;
5. Exception handing: 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 should be able to:

1. Use message boxes;
2. Use different GUI components (labels, buttons, menu);
3. Create Java code for event handling;
4. Create Java code for exception handling;
5. Design and write Java programs that include the use of the capabilities of the Java Collections class;
6. Apply methods needed for connection and simple manipulation of a relational database.

Program Outcomes Met By This Course:

CTPO1 - 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 = 64.4% 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	15%
Final quiz/project/presentation	10%
Assignments	35%
Class exercises	20%
Attendance/Weekly work	10%
Tests	10%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others; - listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule

Week	Topics	Assignment
1-2	Introduction to Java. Introduction to NetBeans. Dialog boxes.	Assignment 1
3	Coordinate system in Java. Graphical application in Java. Shapes, colors (predefined and non-predefined), filled shapes. Fonts, HTML-formatting.	
4-5	JLabel, JButton, Action Listeners. Layouts	
6-7	JRadioButton, JCheckBOx, Class AbstratButton Review	Assignment 2
8	Midterm Exam	
9	Midterm Exam results review. Exceptions	
10	Constructors in Java. Class Collections.	Assignment 3
11-13	JComboBox, JTextField, JPasswordField, JTextArea	Assignment 4 JMenu, JTabbed Pane
14-15	File Processing, Introduction to MySQL. Java and MySQL.	
16	Final quiz/project/presentation	

Master Syllabus
School of Arts and Sciences Master Syllabi

Anatomy and Physiology for Nursing

Course
BIOL 204
Catalog

School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Cristofre Martin, Kwami Jones, Mohamed Idries

Course Director Name: Cristofre Martin/Kwami Jones (laboratory)

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

Course Director Contact Information: cmartin@sgu.edu; kjones@sgu.edu

Course Lecturer(s) Office Hours: By appointment

Course Director Office Hours: By appointment

Course Lecturer(s) Office Location: TBD

Course Director Office Location: TBD

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

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

Course Curriculum Information
Course Description:

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

Course Objectives:

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: N/A

Supplementary Readings/Resources: N/A

Course Grading Requirement:

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

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

Course Requirements:

Students will be required to:

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

Course Schedule:

Session	**Date**	**Topics**	**Instructor**
1	Jan 17	Introduction	Martin/Jones
2	Jan 19	Epithelium	Jones
3	Jan 21	Connective Tissue	Jones
4	Jan 24	Cartilage	Jones
5	Jan 26	Bone	Jones
6	Jan 28	Muscle Histology	Jones
7	Jan 31	Muscle Physiology	Martin
8	Feb 2	Muscle Fatigue	Martin
9	Feb 4	IMCQ Session	Martin

10	Feb 7	Holiday	Martin
11	Feb 9	**Exam #1 (Session 2-8)**	
12	Feb 11	Axial Skeleton	Jones
13	Feb 14	Skeleton and Joints	Jones
14	Feb 16	Digestion I	Martin
15	Feb 18	Digestion II	Martin
16	Feb 21	Digestion III	Martin
17	Feb 23	Digestion IV	Martin
18	Feb 25	Blood	Martin
19	Feb 28	IMCQ Session	Martin
20	March 2	**Exam #2 (Session 12 – 18)**	
21	March 4	Cardio I	Martin
22	March 14	Cardio II	Martin
23	March 16	Respiration I	Martin
24	March 18	Respiration II	Martin
25	March 21	Excretion I	Idries
26	March 23	Excretion II	Idries
27	March 25	IMCQ Session	Martin
28	March 28	**Exam #3 (Session 21-26)**	
29	March 30	Female Reproduction	Martin
30	April 1	Male Reproduction	Martin
31	April 4	Neuro - Cells	Martin
32	April 6	Central Nervous System	Martin
33	April 8	Periph. Nervous System	Martin
34	April 11	Action Potentials	Martin
35	April 13	Sensory Systems	Martin
36	April 15	Holiday	
37	April 18	Holiday	
38	April 20	Vision	TBA
39	April 22	IMCQ Session	TBA
40	April 27	Review/Discussion	Martin
		Exam #4 (Sessions 29-38)	

Laboratory Schedule:

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

Lab #	**Date**	**Topic**
1	Jan 21	Epithelium histology
2	Jan 28	Connective tissue, cartilage and bone Histology
3	Feb 4	Muscle fatigue and Muscle Histology
4	Feb 11	GI Histology and rat anatomy
5	Feb 18	Rat muscle
6	Feb 25	**Laboratory Midterm Exam**
7	March 4	Respiration and urine analysis
8	March 18	Exercise and blood pressure
9	March 25	Heart anatomy, rat GI and respiratory system
10	April 1	Rat urogenital and circulatory system

11	April 8	Equilibrium
12	April 22	**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 May 1.

Quiz #	Start Date	Lecture Topics
1	Jan 21	2-3 (epithelium, connective tissue)
2	Jan 26	4-5 (cartilage, bone)
3	Feb 2	6-8 (muscle)
4	Feb 14	12-13 (skeleton)
5	Feb 23	14-17 (digestion)
6	Feb 25	18-22 (blood, cardio)
7	March 18	23-24 (respiration)
8	March 23	25-26 (excretion)
9	April 1	29-30 (reproduction)
10	April 20	31-39 (neuro, sensory, vision)

Master Syllabus
School of Arts and Sciences Master Syllabi

Anatomy and Physiology I (for Health Science)

Course
BIOL 101
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
Course Description

Anatomy & Physiology I (BIOL101) is a 4-credit course administered by the Department of Anatomical Sciences at St. George's University, Grenada. BIOL101 is the first in a series of two introductory courses to Anatomy and Physiology, with the other being BIOL202. BIOL101 begins with the Basic Anatomical Terminology and builds a foundation of Cellular Physiology, Basic Histology and Embryology knowledge. The course continues introducing students 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.

Faculty and Staff

Course Director:	Dr. Kevlian **Andrew**	kandrew4@sgu.edu
Associate Course Director:	Dr. Sasha **Lake**	slake1@sgu.edu
Secretarial Staff:	Ms. Sharon-Rose **Lessey**	slessey@sgu.edu
Teaching Faculty:	Dr. Abduraheem **Farah**	afarah1@sgu.edu

	Dr. Alena **Wade**	awade@sgu.edu
	Dr. Ali **Drigo**	adrigo@sgu.edu
	Dr. Chrystal **Antoine-Frank**	cantoinef@sgu.edu
	Dr. Georbrina **Hargrove**	ghargrov@sgu.edu
	Dr. Michael **Montalbano**	mmontal1@sgu.edu
	Dr. Mohamed **Abdelrahim**	mabdelra@sgu.edu
	Dr. Rachael **George**	rgeorge@sgu.edu
	Dr. Simone **Pierre**	spierre4@sgu.edu
	Dr. Stephen **Onigbinde**	sonigbin@sgu.edu
Department (Location):	Anatomical Sciences (Building)	
Faculty Office Hours:	Founder's Annex 2 (FA 2)	

Course Materials

- Textbook: ***Tortora & Derrickson: Principles of Anatomy and Physiology, 16th Edition***
- Recommended: ***Test Bank for Principles of Anatomy and Physiology, 15th Edition*** √ Lecture Handouts
- Lab Handouts

The textbook and lecture notes are meant to serve as the primary source for all necessary knowledge in this course. Students achieve success in the course by becoming familiar with the textbook, reading and reviewing required sections, and using the text to complete course learning objectives.

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

For all administrative questions and problems including exams, grades etc. please contact the Course Director or Associate Course Director at: through the course email BIOL101@sgu.edu

For notification of an absence from any scheduled laboratory session, lecture quiz or lecture exam, please send an e-mail to: BIOL101@sgu.edu

Faculty Appointments

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

Content Related Questions

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

Discussions [Forums] in My Courses:

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

Announcements:

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

Emails

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

Polls

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

Management Tools

My Courses (SAKAI)

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

COMMUNICATION

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

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

OTHER COURSE TOOLS

Resources – Important course material.

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

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

Lectures - All course lectures are available as PDF documents.

Tests & Quizzes – Student access to online quizzes.

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

Turning Technologies – registration of clicker devices used for attendance.

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

Course Objectives

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

Student Learning Outcomes

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

1. Identify anatomical terminology and relate it to structures of the Skeletal and Muscular, Respiratory, Cardiovascular, and Digestive systems
2. Describe the gross human anatomy and function of its organ systems
3. Explain the mechanical physiology of the Skeletal and Muscular system
4. Identify and describe the histology of Skeletal, Muscular, Respiratory, Cardiovascular and Digestive systems
5. Discuss the basic Human Physiology of Respiratory, Cardiovascular and Digestive systems
6. Apply the basic principles of Human Anatomy and Physiology to explain the pathology examples used in the classes.

General 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.

Program Outcomes Met by this Course (Biology Program)

- 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 - PLO5: Demonstrate effective communication of scientific knowledge. √ BIOL - PLO6: Demonstrate problem solving and critical thinking skills.

Program Outcomes Met by this Course (Med 4-Year Program)

√ Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:

- 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.
- The principles of normal homeostasis including molecular and cellular mechanisms.

Components

Learning Activities Lectures

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

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

The purpose of the lectures is to give an outline of what students are expected to know, prioritize important aspects, and explain some of the difficult concepts. **The lecturer may not be able to cover all the aspects listed in the handouts or cover all listed objectives. Students are expected to cover the remaining portions by themselves following the course objectives.**

There may be assigned Direct Learning Activities (DLA's) associated with course objectives that students are required to do self-study for. These topics/objectives include exam content and should be studied and expected in exams.

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

Laboratory Sessions

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

1. Onsite sessions in the Anatomy Wet Lab
2. Live online sessions with videos and/or image materials to be discussed

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

Laboratory sessions are designed to be an active, student-driven, hands-on experience. Students will work in small groups with their peers to discuss laboratory topics and identify anatomical structures on various specimen and images. Faculty will be available for assistance in live/ interactive sessions (or by forums/email after the sessions). **Student participation in lab sessions (onsite or online) is mandatory. Failure to do so may result in loss of points.** Lab rules, material and any other information will be posted in the My Courses – Resources folder.

Each lab session will have a quiz component covering images/content from lab (mainly) and course material discussed during the respective lab sessions and preceding lectures. Each quiz will contain 10 questions with a time limit of 15 minutes. The quizzes will be made available via ExamSoft after the lab session for a limited period of time.

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

Buzz Group Presentations

Students will be assigned to groups to research allocated topics and prepare presentations. These groups will then deliver their presentations live to the class and faculty. Evaluation will be done by faculty and peers. Students who are absent from presentations will not receive points for the sessions. No make-up sessions will be offered. (More information: My Courses – Resources.) **Assessments**

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

Professionalism

Professional behavior, communication and interpersonal skills will be continuously assessed. **In this course, Professionalism addresses attendance, timeliness, compliance, accountability, appearance, interactions, teamwork, motivation and respect.** There are five (5) points allocated for professionalism which will be awarded at the end of the term, based on the categories listed above. Points will be automatically awarded for appropriate professional conduct. *It is anticipated that students will demonstrate professional behavior at all times, and therefore, earn their full professionalism points*. Should there be documented evidence of a student's failure to demonstrate the expected professional behavior as assessed, he/she may experience partial or complete loss of professionalism points.

Buzz Group Presentations

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

Each presentation must also be accompanied by a group submission of the delivered presentation to the Assignments tool on Sakai to be considered complete.

Assignments

Currently, all assignments in the course are related to Buzz Group presentations. Students will be expected to submit presentations (as groups) as well as peer evaluations (individual) to be eligible for full credit for the buzz group.

Online Quizzes

There will be a series of online quizzes posted on My Courses throughout the term. Each quiz will be associated with a lecture/ group of lectures. **Quizzes will remain open for one week before closing**. An Online Quiz schedule listing the opening and closing dates will be available in the My Courses - Resources folder.

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

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

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

Lab Quizzes

There are 5 online **Lab Quizzes** that will be administered via 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. **All students must complete the quizzes individually. Your access to these assignments will be recorded and traceable.** Failure to complete the quiz on time will result in loss of points for the associated lab. There will be no opportunities for make-up quizzes.

Examinations

There are 4 online **Examinations** that will be administered via ExamSoft, representing 18.5% of the final grade. There will be two in each half of the course. The **Exams** each contain 50 multiple choice questions on course material presented in each quarter of the course. The date, time, venue and other details related to the exams will be made available via Announcements on My Courses

Exams are cumulative and may include up to 5-10% of cumulative content. The final exam may be up to 15-20% cumulative.

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

Exam Procedures

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

Question Review Procedure

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

Release of Examination Grades

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

Completion Exams

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

Course Schedule

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

Grading

SAS Grading Scale

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

Grades will be assigned as follows:

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

Course Grading

Assessment Category	Points	%
Exam 1	50	18.5
Exam 2	50	18.5
Exam 3	50	18.5
Exam 4	50	18.5

Lab Quizzes (5)	50	18.5
Online Quizzes	10	3.7
Buzz Groups	5	1.9
Professionalism	5	1.9
Total	270	100

Please note that under any circumstance, rounding of the decimal number of the grade will not be allowed. SAS grading scale and policy will be followed. (Refer to **SAS grade scale** above)

IT Issues
Throughout the term, the internet, My Courses or other SGU sites may be down or inaccessible. Students are advised to submit online assignments well in advance of the closing date and discouraged from waiting until the last minute. **For any internet or My Courses problems, please contact the IT department directly**. The Department of Anatomical Sciences is not responsible for any malfunctions of the university network, ExamSoft, Turning Technologies or My Courses site and/or any of its components.

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 (or otherwise), inform the course director as soon as possible.
- Check your SGU email daily – all course correspondence must use SGU email account.
- Submit online assignments on time – do not wait until the last minute.
- Check posted scores on gradebook – report any possible errors within 2 weeks.
- Ask for assistance at the earliest sign of difficulty.
- Voice your honest feedback on course surveys and evaluations.
- Treat faculty, students and staff with respect.
- Read the course syllabus & be familiar with all policies.
- Read your student SGU handbook.

Appendix A: Pre-Midterm Objectives

Introduction

Medical Terminology & Imaging

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

Cell Physiology

1. Identify and describe the three main parts of the cell.
2. Describe the basic structure and function of the cytoplasm; cytosol and the following organelles: centrosome, ribosome, endoplasmic reticulum, golgi complex, lysosome, mitochondria, and nucleus.
3. Describe the composition and function of the plasma cell membrane.
    1. Explain the concepts of membrane fluidity and permeability.
    2. Explain the concept of concentration and electrical gradients and their contribution to the formation of electrochemical gradients.
    3. Describe the structure and function of the following cell specializations: cilia and flagella 4. Describe the various types of transport across the cell membrane.
4. Describe the passive processes of simple and facilitated diffusion in contrast to active transport processes
5. Define and describe osmosis and osmotic pressure.
6. Describe the types (2) and mechanisms (3 – endocytosis) of vesicular transport.

Basic Tissues

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

1. Epithelial tissue
    1. Describe the structure and functions of the five main types of cell junctions.
    2. Describe the different apical modifications of epithelial cells.
        1. Include function and typical locations
    3. Describe the structure and function of glands.
    4. Compare endocrine and exocrine glands.
    5. Describe the structural and functional classification of exocrine glands.
2. Connective tissue
    1. Compare and contrast embryonic, proper, and specialized types of connective tissue.
    2. List and describe the subclassifications under each and their function.
    3. Identify the different types of connective tissue on histological imaging.
    4. List the various locations of the different types of connective tissue.
3. Muscle tissue
    1. Compare and contrast the three main types of muscle.
    2. Describe the general and specific functions of each type of muscle
    3. Identify the different types of muscle on histological imaging.
    4. List the various locations of the different types of muscle tissue.
4. Nervous tissue
    1. Describe the general organization of the nervous system.
        1. List and describe the general function of the divisions of the PNS.
        2. List and describe the general function of the subdivisions of the PNS.
    2. Describe, in detail, the structure of a neuron.
        1. Describe the histology and morphology of the nerve cell.
        2. Describe the important organelles found in the neuron and their function.

Excitable Tissue

1. Describe the histologic morphology of the nerve cell.
2. Describe the various types of ion channels and their role in diffusion and maintaining equilibrium potentials.
3. Define resting membrane potential and explain the ionic basis and factors for this potential.

4. Explain the concept and components of signal transmission at synapses.
    1. Define presynaptic neuron, postsynaptic cell and neuron, effector cell
    2. Define and explain axodendritic, axosomatic and axo-axonal
5. Explain the events of signal transmission at electrical and chemical synapses.
    1. Contrast the generation and conduction of graded potentials (EPSP and IPSP) with those of action potentials.
6. Explain graded potentials and their role in overall signal transmission.
    1. Explain the concept of hyperpolarization and depolarization graded potentials.
    2. Define the terms excitatory and inhibitory post-synaptic potentials.
    3. Describe the ionic basis of EPSP and IPSP
        1. Describe difference between ionotropic and metabotropic neurotransmitter receptors.
    4. Explain the concept of summation.
        1. Explain spatial and temporal summation
        2. Predict possible outcomes.
7. Define and describe the ionic events involved in an action potential.
    1. Define the terms subthreshold, threshold and suprathreshold stimuli.
    2. Describe the events within the phases: depolarization, repolarization, after-repolarization and refractory periods.
    3. Define the all-or-nothing principle.
    4. Explain the process of propagation of action potentials
        1. Explain the types of propagation *ii.* Discuss the factors that can affect the speed of this process.

Muscle Physiology

1. Compare the three types of muscle tissue; structure, function, location and special features.
2. List and explain the properties and functions of muscular tissue
3. Explain the gross and histologic structure of skeletal muscle tissue.
    1. Describe the connective tissue components, vascular and nervous supply.
        1. Define and explain the role of tendons and aponeuroses
    2. Explain the structural organization of skeletal muscle (whole muscle to myofilament)
    3. Describe the microscopic arrangement of the intracellular components
    4. Describe the various types of proteins (3) found in the cell
4. Identify and describe the components of the neuromuscular junction
5. Explain the steps involved in excitation-contraction coupling in skeletal muscle
    1. List in sequence the steps involved in neuromuscular transmission in skeletal muscle
    2. Outline and explain the chemical and mechanical steps in the contraction cycle
    3. Explain how this cycle results in shortening of the muscle (sarcomere structure)
    4. Describe the roles of the sarcolemma, transverse tubules, sarcoplasmic reticulum, thin filaments, and calcium ions
6. Outline the steps involved in the sliding filament theory for muscle contraction
7. Explain the concept of length-tension relationship.
8. Briefly compare the general features of slow oxidative, fast oxidative-glycolytic, and fast glycolytic muscle fiber types.
9. Describe the main histological, structural, and functional characteristics of cardiac muscle.
10. Describe the main histological, structural, and functional characteristics of smooth muscle
    1. Outline how smooth muscle contracts compared to skeletal muscle

Introduction to Human Development

1. List the sequence of events that occur during pregnancy

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

Skeletal System

Overview and Axial Skeleton

1. List the tissues found in the skeletal system
2. Describe the two subdivisions of the skeletal system.
3. Describe how bones are classified (*based on shape and/or location*) and list examples.
4. Define the following terms: fissure, foramen, fossa, sulcus, meatus, condyle, facet, head, crest, epicondyle, spinous process, trochanter, tubercle and tuberosity.
5. Identify and describe features of the cranial and facial bones of the skull:
    1. CRANIAL: Frontal, Parietal, Temporal, Occipital, Sphenoid, Ethmoid
    2. FACIAL: Nasal, Lacrimal, Palatine, Inferior nasal conchae, Vomer, Maxilla, Zygomatic, Mandible
6. Define and identify general features of the skull
    1. Cranial sutures, paranasal sinuses, fissures, foramen, meatuses and processes 7. Identify and describe the general structure and regions of the vertebral column
        1. Normal curvatures of the spine
        2. Key features of all vertebrae
        3. Key features specific to typical vertebrae for each region.
7. Describe the importance of intervertebral discs.
8. Identify the various parts of the sternum and ribs.
9. Briefly describe the development of the skeletal system.
    1. Describe the development and differentiation of somites.
    2. Define and describe the musculoskeletal derivatives of the following: dermatome, myotome and sclerotome.

Appendicular Skeleton & Joints

1. Identify the bones of the pectoral girdle.
    1. Identify the surface markings and articulation of the clavicle and scapula.
2. Identify the bones of the upper limb.
    1. Humerus, Ulna, Radius, Carpal bones, Metacarpals, Phalanges

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

Muscular System

Overview & Head and Neck

1. List the tissues found within the muscular system
2. Briefly describe the development of muscle tissue.
    1. Describe the embryological origins of muscle tissue
    2. Review myotome, dermatome and sclerotome.
3. Describe the relationship between the muscular and skeletal systems in producing body movement.
4. Define the following terms:
    1. Origin and insertion
    2. Lever, fulcrum and load.
    3. Prime mover/agonist, antagonist and synergist.
5. Describe the different fascicle arrangements of muscles.
6. Explain the naming criterion (7) for muscles.
7. Identify the muscles (+ describe the overall actions) responsible for the following movements: **a) Mastication**
    2. **Eye movements**
    3. **Facial expression**:
        1. Scalp/Forehead: Frown, Surprise
        2. **Eyelids:** Open, Close
        3. **Mouth:** Open, Close/Pucker, Raise, Smile, Lower, Pout, Grimace, Blow
    4. **Tongue Movement e) Deglutition and Speech**
        1. List the muscles from each group and give general actions
    5. General movements of the head

Back, Upper Limb & Thorax

1. Identify the muscles in the following back muscle groups and describe their overall action on the vertebral column: a) Splenius group
    2. Erector Spinae group
    3. Transversospinales group

4. Scalene group
2. Identify the muscles of the thorax that act on the pectoral girdle and describe their action: **a) Anterior** & Posterior
3. Identify the muscles of the thorax/shoulder that act on the upper limb and describe their action:
    1. Axial b) Scapular
4. Identify and describe the overall function of the anatomical muscle compartments in the **arm**
    1. List and identify the muscles found within each compartment
    2. Describe the main action of the muscles within each compartment
5. Identify and describe the overall function of the anatomical muscle compartments in the **forearm**
    1. List and identify the muscles found within each compartment
    2. Describe the main action of the muscles within each compartment
6. Identify and describe the overall function of the **intrinsic muscle groups in the hand**
    1. Thenar, hypothenar and intermediate (lumbricals and interossei) muscle groups.
    2. List and identify the muscles found within each muscle group See complete list of muscles to be covered in **Appendix B**

Abdomen, Pelvis and Lower Limb

1. Identify and describe the actions of the following muscles of the abdomen and thorax.
    1. Rectus Abdominis
    2. Quadratus Lumborum
    3. External and Internal Oblique
    4. Diaphragm
    5. Transverse Abdominis\External & Internal Intercostals
    6. State which muscles protect abdominal viscera and/or assist in breathing
2. Identify the muscles of the pelvic and gluteal regions that act on the hip and describe their actions.
3. Identify and describe the overall function of the anatomical muscle compartments in the **thigh**
    1. List and identify the muscles found within each compartment
    2. Describe the action of the muscles within each compartment
4. Identify and describe the overall function of the anatomical muscle compartments in the **leg**
    1. List and identify the muscles found within each compartment
    2. Describe the action of the muscles within each compartment
5. Identify and describe the overall function of the **intrinsic muscle groups in the foot**
    1. Dorsal and plantar muscle groups.
    2. List and identify the muscles found within each muscle group See complete list of muscles to be covered in **Appendix B**

Appendix B: Muscle List
Students are responsible for covering the following Muscles

HEAD & NECK

Mastication	Temporalis, Masseter, Medial and Lateral Pterygoid
Extraocular	Recti (lateral, medial, superior, inferior), Obliques (superior, inferior)
Facial: Scalp/ Forehead Eyelids Mouth	 Occipitofrontalis, Corrugator supercilia Obicularis oculi, Levator palpebrae superioris Obicularis oris, Zygomaticus major & minor, Levator labii superioris, Levator anguli oris, Risorius, Buccinator, Depressor anguli oris, Depressor labii inferioris, Mentalis, Platysma
Tongue Movement	Genioglossus, Styloglossus, Hyoglossus, Palatoglossus

Deglutition & Speech	Suprahyoid: Digastric, Stylohyoid, Mylohyoid, Geniohyoid Infrahyoid: Omohyoid, Sternohyoid, Sternothyroid, Thyrohyoid
Head Movement	Sternocleidomastoid, Semispinalis capitis, Splenius capitis, Longissimus capitis, Spinalis capitis

BACK

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

UPPER LIMB

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

THORAX & ABDOMEN

1. Diaphragm
2. External Intercostals
3. Internal Intercostals
4. Rectus Abdominis
5. External and Internal Oblique
6. Transverse Abdominis
7. Quadratus Lumborum

LOWER LIMB

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

FOOT	Extensor hallucis brevis, Extensor digitorum brevis, Abductor hallucis, Flexor digitorum brevis, Abductor digiti minimi, Quadratus plantae, Lumbricals, Flexor hallucis brevis, Adductor hallucis, Flexor digiti minimi brevis, Dorsal interossei, Plantar interossei

Appendix C: Post-Midterm Objectives
Respiratory System Anatomy

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

Physiology

1. Define pulmonary ventilation, external and internal respiration.
2. Describe the mechanics of breathing.
    1. Relate Boyle's Law to the events of inspiration and expiration.
    2. List the muscles that assist with inspiration.
    3. Describe the changes in intrapleural and alveolar pressure during inspiration and expiration.
3. Briefly discuss the effects of the following on ventilation.
    1. Surface tension
    2. Lung compliance

3. Airway resistance

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.
    1. Describe the process of gas exchange in the lungs and tissues.
6. Explain how oxygen is transported in the blood.
    1. Compare the relative amounts of O2 carried bound to hemoglobin with that carried in the dissolved form.
    2. Explain the role of hemoglobin and its relationship with pO_2.
    3. Using an oxyhemoglobin dissociation curve, show the relationships between oxygen partial pressure, hemoglobin saturation, and blood oxygen content.
    4. Describe how the shape of the oxyhemoglobin dissociation curve influences the uptake and delivery of oxygen.
    5. Show how the oxyhemoglobin dissociation curve is affected by changes in blood temperature, pH, PCO2, and 2,3-DPG,
7. Explain how carbon dioxide is transported in the blood.
    1. Describe the three main forms for which carbon dioxide is transported in the blood.
8. Describe the regulation and control of respiration.
    1. Briefly outline the areas of the brainstem that control breathing.
    2. Explain the cortical influences on breathing.
    3. List the anatomical location of central and peripheral chemoreceptors and their role in the regulation of breathing.
    4. List the remaining influences on breathing.

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

3. Abdominal aorta
4. Head and neck
5. Upper limb
6. Lower limb

10. Identify the following venous vessels in the systemic circulation:
    1. Head and neck
    2. Upper Limb
    3. Thorax
    4. Abdomen
    5. Lower Limb
11. Briefly review the structural and functional characteristic of cardiac muscle tissue.
12. Discuss the development of the heart
    See complete list of blood vessels to be covered in **Appendix D**
13. Briefly outline the development of the heart
    1. List the types of tissues found in the heart and give the embryologic origin(s)
    2. Outline the main steps in heart formation
    3. Discuss the importance of the foramen ovale and ductus arteriosus in utero

Physiology

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

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

Digestive System Anatomy

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

7. List the names, locations and general function of the tonsils in the mouth
8. Describe the overall structure and function of the tongue
    1. Include discussion on the overall function of the extrinsic and intrinsic muscles.
9. Discuss the general function, histologic composition and location of the three major salivary glands.
    1. Outline the main ducts and corresponding openings within the oral cavity.
10. Review the regions of the pharynx (from the respiratory system) and its connection with the esophagus.
11. Describe the location, macroscopic and microscopic structure of the esophagus.
    1. Describe the anatomical structure and function of the esophagus
    2. Briefly describe the histology and general function of the layers of the esophagus
    3. Locate the two esophageal sphincters and explain their significance.
12. Describe the location, anatomy, histology and general functions, of the following organs. Include their spatial arrangement to each other within the abdomen and any *specialized features.
    1. Stomach*
        1. Describe the main regions
        2. Discuss the layers of the wall
        3. Discuss the structure and function of any sphincters
    2. Small intestine*
        1. Describe the regions
        2. Discuss the layers of the wall and features unique to the regions
    3. Large intestine*
        1. Describe the regions
        2. Discuss the layers of the wall and features unique to the regions
        3. Discuss the structure and function of any sphincters
    4. Rectum and Anal Canal
    5. Liver*
        1. Discuss the functional cells of the liver, the bile duct system and sinusoids.
        2. Compare and contrast the hepatic lobule, portal lobule and hepatic acinus.
        3. Discuss the components of the portal triad.
    6. Gallbladder*
        6. Describe the parts
        7. Discuss the layers of the wall
        8. Describe the relationship of the gallbladder to the liver
        9. Pancreas*
            1. Describe the regions
            2. Compare and contrast the glandular portions
            3. Describe the relationship of the pancreas to the small intestine
13. Outline the flow of bile from the liver and gallbladder into the small intestine.
14. State the names, location and secretory products of the specialized cells found in the following organs: a) Stomach
    2. Small Intestine
    3. Large Intestine
    4. Pancreas
15. Outline the blood supply to the organs of the digestive tract. Include the branches from the following arteries:
    1. Celiac Trunk
    2. Superior Mesenteric
    3. Inferior Mesenteric
16. Describe the path of blood flow through the liver.

17. Outline the venous drainage of the digestive system.
    1. Describe the major veins of the digestive system
    2. Describe the hepatic portal system and major veins involved

13. Briefly discuss the development of the digestive system

1. List the types of tissues found in the digestive system and give the embryologic origin(s)
2. Outline the main steps in digestive system formation
3. Discuss briefly the foregut, midgut and hindgut, their derivatives and blood supply

Physiology

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

Appendix D: Blood Vessel List
Students are responsible for covering the following Blood Vessels

		ARTERIES	**VEINS**		
ASCENDING AORTA	i)	Right and Left coronary	**CARDIAC**	i)	Coronary Sinus
AORTIC ARCH	i) ii)	Brachiocephalic trunk Right and left common carotid			
	iii)	Right and left subclavian			
HEAD & NECK	i)\ ii)	Common carotid External and internal carotids	**HEAD & NECK**	i) ii)	Internal and external jugular Subclavian
				iii)	Brachiocephalic

				iv)	Superior Vena Cava
THORACIC AORTA	i) ii) iii) iv) v) vi)	Pericardial Bronchial Esophageal Posterior intercostal Subcostal Superior phrenic	**THORAX**	i) ii) iii) *Brachi	Azygos Hemiazygos Accessory hemiazygos ocephalic
ABDOMINAL AORTA	i) ii) iii) iv) v) vi) vii) viii)	Inferior phrenic Lumbar Celiac trunk Superior mesenteric Suprarenal and renal Gonadal Inferior mesenteric Common, external and internal iliac	**ABDOMEN**	i) ii) iii) iv) v) vi) vii) viii)	Internal and external iliac Common iliac Gonadal Suprarenal and renal Lumbar Hepatic Inferior phrenic Inferior vena cava
UPPER LIMB	i) ii) iii) iv) v) vi)	Subclavian Axillary Brachial Radial Ulnar Superficial and deep palmar arches	**UPPER LIMB** **Deep** **Superficial**	i) Radial ii) Ulnar iii) Brachial iv) Axillary *Subclavian i) Median antebrachial ii) Basilic iii) Cephalic iv) Median cubital *Axillary	
PELVIS & LOWER LIMB	i) ii) iii) iv) v) vi) vii) viii) ix) x)	Common Iliac Internal Iliac External iliac Femoral Popliteal Anterior and posterior tibial Fibular Dorsalis pedis Medial and Lateral plantar Plantar arch	**LOWER LIMB** **Deep** **Superficial**	1. Anterior and posterior tibial 2. Popliteal iii) Femoral *External Iliac 1. Great saphenous *Femoral 2. Small saphenous *Popliteal	

Appendix E: Course Schedule

Week	Date	Topic/Exercises	Assignments/Reading
1	17-Jan-21	Course Introduction	
	19-Jan-21	1. Medical Terminology & Imaging	Chp 1 (pgs. 1-4, 14-27)
	21-Jan-21	2. Cell Physiology	Chp 3 (pgs. 64-91)
			Quiz 1 Due

2	24-Jan-21	3. Basic Tissue	Chp 4 (pgs. 111-138, 140-148) Chp 12 (pgs. 420-424); Chp 20 (740-743)
	26-Jan-21	4. Excitable Tissue	Chp 12 (pgs 420-424, 430-442, 444-450, 458460)
	28-Jan-21	5. Muscle Physiology I	Chp 10 (pgs. 305-324, 332-338, 341-342) Chp 20 (pg 742-743)
			Quiz 2 Due
3	31-Jan-21	6. Muscle Physiology II	See above
	2-Feb-21	7. Introduction to Human Development	Chp 29 (pgs. 1160-1171, 1175-1179, 11981199)
	4-Feb-21		**Quiz 3 Due**
4	7-Feb-21	**EXAM 1**	
	9-Feb-21		
	11-Feb-21		
5	14-Feb-21	8. Skeletal System: Axial Skeleton	Chp 7 (pgs. 202-236, 239-240)
	16-Feb-21	9. Skeletal System: Appendicular Skeleton & Joints	Chp 8 (pgs. 242-265) Chp 9 (269-286, 288-298, 302-304)
	18-Feb-21	10. Muscular System: Head & Neck	Chp 11 (pgs. 344-365)
			Quiz 4 Due
6	21-Feb-21	11. Muscular System: Back, Upper Limb & Thorax	Chp 11 (pgs. 375-397)
	23-Feb-21	**Lab 1: Musculoskeletal System**	
	25-Feb-21	12. Muscular System: Abdomen, Pelvis & Lower Limb	Chp 11 (pgs. 366-373, 398-414)
			Quiz 5 Due
7	28-Feb-21	13. Respiratory System I	Chp 23 (pgs. 891-933)
	2-Mar-21	**Lab 2: Musculoskeletal System**	
	4-Mar-21	14. Respiratory System II	See above
			Quiz 6 Due
8	7-Mar-21	**Public Holiday - Independence Day**	
	9-Mar-21	**EXAM 2**	
	11-Mar-21		
9	14-Mar-21	15. Respiratory System III	See above
	16-Mar-21	16. Cardiovascular System I; **Buzz 1**	Chp 20 (pgs. 727-756, 759-760) Chp 21 (pgs. 771-792, 796-832, 834-838)
	18-Mar-21	17. Cardiovascular System II	
			Quiz 7 Due
10	21-Mar-21	18.Cardiovascular System III	See above
	23-Mar-21	**Lab 3: Respiratory Systems**	
	25-Mar-21	19. Cardiovascular System IV	See above
			Quiz 8 Due

11	28-Mar-21	20. Digestive System I	Chp 24 (pgs. 941-980, 982-991) Chp 21 (pgs. 809-813, 833-834)
	30-Mar-21	**Lab 4: Cardiovascular System**	
	1-Apr-21	21.Digestive System II	See above
			Quiz 9 Due
12	4-Apr-21	**EXAM 3**	
	6-Apr-21		
	8-Apr-21		
13	11-Apr-21	22. Digestive System III	See above
	13-Apr-21	23.Digestive System IV	
	15-Apr-21	**Public Holiday - Good Friday**	
			Quiz 10 Due
14	18-Apr-21	**Public Holiday - Good Friday**	
	20-Apr-21	**Lab 5: Digestive System**	
	22-Apr-21		**Quiz 11 Due**
15	25-Apr-21		
	27-Apr-21	**BUZZ 2**	
	29-Apr-21		
16	2-May-21	**Public Holiday - Independence Day**	
	4-May-21	**EXAM 4**	
	6-May-21		

Master Syllabus
School of Arts and Sciences Master Syllabi

Anatomy and Physiology II

Course
BIOL 202
Semester
Spring
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
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.

Faculty and Staff - Department of Anatomical Sciences

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- DES Facilitator
  - TBA

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.

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."*

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.

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 is 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, hoody 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.

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.

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.

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.

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
≤176	F		≤64.4%

Grades are awarded objectively based on points earned in the course. A higher letter grade may be missed (or gained) by a tenth of a point. **The course director cannot curve grades and there are no options for extra points. All grades are final based on points earned during the term.**

Please do not send emails or seek appointments to discuss this issue. Grade appeals will only be considered if an error has been made in recording or calculations.

Exam Question Review

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

Question Review Procedure

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

Release of Examination Grades

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

Completion Exams

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

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 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.

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.

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*.

Master Syllabus
School of Arts and Sciences Master Syllabi

Biochemistry

Course
CHEM 450
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Kafi James-Lewis Dr. Felicia Ikolo, Dr. Margit Trotz, Dr. Shellon Thomas, Dr. Mary Maj, Atoum Abdullah

Course Director Name: Kafi James-Lewis

Course Lecturer(s) Contact Information: jmcdona1@sgu.edu

Course Director Contact Information: kjames@sgu.edu

Course Lecturer(s) Office Hours: jmcdona1@sgu.edu

Course Director Office Hours: Fri 1PM – 2PM

Course Lecturer(s) Office Location: Biochemistry department, Science Building

Course Director Office Location: Biochemistry department, Science Building

Course Support: Sakai

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

Course Curriculum Information
Course Description:

CHEM 450 is a 3-credit biochemistry course in the premedical/foundation program at SGU. It is subdivided into 4 modules. Students are expected to have a basic knowledge of pre-med biology and chemistry. The material to be covered in this course is based primarily on the power point slides and direct learning activities (DLAs), with additional information taken from the recommended text (Lippincott's Illustrated Reviews).

Course Objectives:

1. Identify the organic structure of living systems mainly dealing with biomolecules like carbohydrates, proteins, lipids and nucleic acids.

2. Describe basic elements of intercellular signaling pathways including cell surface and nuclear receptors.
3. Describe the metabolic processes that generate energy in cells and important biochemical molecules are synthesized.

Student Learning Outcomes:

1. 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
2. Describe the biochemical pathways of intermediary metabolism, the functional significance of these biochemical processes as well as their regulation in normal and aberrant states.
3. Integrate the biochemical information covered by this course into meaningful knowledge with an emphasis on the functional significance and regulatory mechanisms governing metabolism.
4. Explain that energy is required by and transformed in biochemical systems as governed by the laws of thermodynamics.
5. Execute mathematical reasoning and quantitative analysis to interpret biochemical data.
6. Identify biochemical mechanisms that ensure stable cellular structure and function under constantly changing external and internal conditions.

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.

1. Structure and function of proteins and their constituent amino acids
2. Enzyme catalysis
3. Lipids
4. Metabolism

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

1. Enzyme deficiencies
2. Nutrition

iii.Poisons/drugs

BIOL-PLO4: Apply knowledge of the interaction of atoms, molecules and biochemical processes that define organic and inorganic matter.

1. Oxygen binding curves of hemoglobin and myoglobin
2. Enzyme catalysis
3. Signal Transduction
4. Metabolism (regulation and integration of metabolism)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Lecture notes and lectures posted on Sakai

Supplementary Readings/Resources: Emine E. Abali, et.al Lippincott's Illustrated Reviews:

Biochemistry. 8th Edition. 2021. Lippincott Williams & Wilkins, Philadelphia. (ISBN: 9781975155063). E-book available online through the LWW Health Library collection https://meded-lwwhealthlibrary-com.periodicals.sgu.edu/book.aspx?bookid=3073

Course Grading Requirement:

8 % Online quizzes (four online quizzes, 2% each)

23 % Exam 1

23 % Exam 2/Midterm

23% Exam 3

23% Exam 4/Final

***** Final Marks are not negotiated, they are earned through your performance on quizzes and exams**

Course Requirements:

There will be four exams (Exams 1,2,3 and 4)for the course and 4 Online quizzes (Online quiz 1,2,3 and 4).

Exams will be delivered online using the Exam Soft platform. Exam ID and Exam Monitor will be enabled for all exams. Students are expected to follow all University Examination Policies and Procedures for exams as outlined in the Student Manual. Online quizzes will be delivered online using

Sakai Test and Quizzes. Students that are unable to complete exams or online quizzes must submit a medical or non-medical excuse to be approved by Dean of Students Office in order to sit completion exams at the end of the semester. The breakdown for exams and quizzes are as follows:

Online Quiz 1: covers L2 and DLA 1-4

Exam 1: covers L2 and DLA 1-4

Online Quiz 2: covers L4-6 and DLA 5-8

Exam 2: covers 10% (L2 and DLA 1-4) and 90% L4-6 and DLA5-8

Online Quiz 3: covers L7-9 and DLA 9-14

Exam 3: covers 10% (L4-6 and DLA5-8) and 90% (L7-9 and DLA 9-14)

Online Quiz 4: covers L10-12 and DLA 15-18

Exam 4: covers 10% (L7-9 and DLA 9-14) and 90% L10-12 and DLA 15-18

To pass the course students require a grade of at least 69.5% (C).

Towards the end of each week, a practice quiz will be posted on Sakai. Eight (8) Sakai Practice quizzes will be available to students throughout the semester. These quizzes are for your use to gauge your understanding of course materials and to sharpen your test taking skills. These quizzes will serve as a means of recording your active participation in this course. Practice quizzes are for practice only and do not count toward your final course grade.

Master Syllabus
School of Arts and Sciences Master Syllabi

Biochemistry for Life Sciences

Course
CHEM 300
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Bawo Teddy Ikolo

Course Director Name: Bawo Teddy Ikolo

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

Course Director Contact Information: tikolo@sgu.edu

Course Lecturer(s) Office Hours: Tues, Wed, &Thurs 2- 4pm. Mondays 10 – 12pm

Course Director Office Hours: Tues, Wed & Thurs 2- 4pm. Mon 10am – 12pm

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

Course Director Office Location: Caribbean House, 2nd floor

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

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

Course Curriculum Information
Course Description:

This is a one semester course that will introduce students to the Chemistry of living systems at cellular and molecular levels. It will provide an overview of the cell structure, organization, and function. The course will also outline the roles of macromolecules, including carbohydrates, proteins, lipids, and nucleic acids in living systems. Cellular communication and energy production within the cell will also be examined. Biochemical aspects will be integrated with discussions on human health and disease.

Course Objectives:

To critically examine the cell as a unit of life and describe it's general structure, Organization and function, including its organelles.

To provide a basic description of how cells communicate, transport materials and obtain their energy from biomolecules.

To integrate biochemical pathways as they relate to human health and disease conditions.

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

1). Describe the cell structure, organization and function.

2). Explain how cells communicate and how they generate energy.

3). Outline the roles of macromolecules in living systems and compare both in health and in disease conditions

Program Outcomes Met By This Course:

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

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

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text:

Emine E. Abali, Susan D. Cline, David S. Franklin and Susan M. Viselli (2022). Lippincott's Illustrated Reviews: Biochemistry. Eight 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.

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. Students need a minimum grade of C to pass this course. **All exams will be delivered through an on-line platform -Examsoft.**

Course Requirements:

This course will be delivered in person on campus at the scheduled times and venues and streamed live to students. There will also be some directed student activities (DLA) which students must undertake before attending the preceding lecture. Students are expected to attend 70% of the classes

Course Schedule:

Biochemistry for Life sciences (CHEM 300) Lecture and Lab schedule Spring 2022

Lecture	Date	Week	Topic	DLA	Textbook	Professor
01	Jan. 18	1	Introduction to Biochemistry			Ikolo, B
02	Jan. 20		Molecules and chemical reactions of life		Prin. Of BCH CHP 1	Ikolo, B
03	Jan. 21		Cell structure and function	1		Ikolo, B
04	Jan. 25		Protein's structure and function I			
05	Jan. 27	2	Protein structure and function II		LIRB CHP	Ikolo, F
06	Jan. 28		Enzyme's structure and function		1-5	Ikolo, F
07	Feb. 01		Carbohydrate's structure & function I	2		
08	Feb. 03		Carbohydrate's structure & function II		Prin. Of BCH CHP 8	K. James
	Feb. 04	3	***Integrated:*** ***Protein misfolding diseases***			
	Feb.07		**Public Holiday**			
	Feb. 08 - 11	**4**	**Exam 1 Week**			

09	Feb. 15	5	Introduction to lipids		Prin. Of BCH CHP 9	Ikolo, B
10	Feb. 17		Lipids & Biological membranes			Ikolo, B
11	Feb. 18		Membrane transport		LIRC&M CHP 13-19	Ikolo, B
12	Feb. 22	6	Cell-cell communication		LIRC&M CHP 17-19	Ikolo, B
13	Feb. 24		Introduction to metabolism I		LIRB CHP 8	Ikolo, B.
	Feb. 25		***Integrated:*** ***Lactose intolerance***			
14	Mar. 01	7	Introduction to metabolism II	**3**	LIRB CHP 8	Ikolo, B.
15	Mar. 03		Energy generation in cells			Ikolo, B.
	Mar. 04		**Review**			
	Mar. 07 - 11	8	**Exam II (Mid-term Exam) Week**			
16	Mar. 15	9	Gluconeogenesis		LIRB 8 - 10	Ikolo, F
17	Mar. 17		Glycogen metabolism			Ikolo, F
18	Mar. 18		Hexose monophosphate pathway			Ikolo, F
19	Mar. 22	10	Bioenergetics			
20	Mar. 24		Photosynthesis	4	Prin. of BCH CHP 15	James
	Mar. 25		***Integrated:*** ***Diabetes***			
21	Mar. 29	11	General Lipid metabolism			
22	Mar. 31		Nitrogen metabolism - Amino acid catabolism & Urea formation		LIRB CHP 19-20	Ikolo, B
	Apr. 01		**Review**			
	Apr. 04 - 08	12	**Exam III Week**			
23	Apr. 12	13	Nucleotide metabolism			Ikolo, F
24	Apr. 14		DNA structure and function	5	Genomes 3	Maj
	Apr. 15		**Public Holiday (Good Friday)**			
	Apr 18		**Public Holiday (Easter Monday)**			
25	Apr. 19		RNA structure and function		Genomes 3	Maj
26	Apr. 21	14	Protein synthesis		Genomes 3	Ikolo, F.
	Apr. 22		**Integrated:** ***Hypercholesterolaemia***		Genomes 3	Ikolo, F
27	Apr. 26	15	Gene regulation			Ikolo, F
28	Apr. 28		Molecular medicine - Forensics			Ikolo, F
29	Apr. 29		***Integrated:*** ***disorders/*** ***Genetic disorders - sickle cell*** Biotechnology			
	May 02 - 06	16	**Exam IV (Final exam) Week**	6		

Master Syllabus
School of Arts and Sciences Master Syllabi

Biochemistry Lab

Course
CHEM 451
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Kafi James-Lewis, Candice Benjamin, Reeba Lewis, Kwami Jones

Course Director Name: Kafi James-Lewis

Course Lecturer(s) Contact Information: jmcdona1@sgu.edu

Course Director Contact Information: kjames@sgu.edu

Course Lecturer(s) Office Hours: jmcdona1@sgu.edu

Course Director Office Hours: Fri 1PM -2PM

Course Lecturer(s) Office Location: Biochemistry department

Course Director Office Location: Biochemistry department

Course Support: Angel Charles, Jenny Mcdonald

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

Course Curriculum Information
Course Description:

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. Develop key technical skills in using laboratory equipment, tools, materials, computer software
2. Demonstrate analytical and biochemical laboratory techniques
3. Apply problem solving skills to interpret experimentally derived data and communicate this information in a clear and organized manner in the form of written lab reports/data sheets
4. Understand general safety techniques required in a biochemical laboratory.
5. Demonstrate problem solving and critical thinking skills.

Student Learning Outcomes:

1. Describe Beer-Lamberts Law and principle of spectrophotometry
2. Apply Beer-Lamberts Law to determine concentrations
3. Interpret standard graphs and absorption spectra

4. Perform serial dilutions and apply dimensional analysis to report final concentrations
5. Describe principle of protein quantifications using Biuret method
6. Understand the principles and applications of thin layer chromatography
7. Interpret thin layer chromatography results
8. Understand principles of glucose estimation
9. Analyze and interpret enzyme kinetic data
10. Understand the principles of gel electrophoresis.

Technical Skills acquired during this course:

1. Proper use of a micropipette
2. Spectrophotometry
3. Gel electrophoresis
4. TLC chromatography
5. Enzyme Assays
6. Protein Biuret Assay
7. Glucose Oxidase Assay
8. Protein Staining

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

BIOL-PLO5: Demonstrate effective communication of scientific knowledge.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Laboratory manual, notes and procedures posted on Sakai.

Course Grading Requirement:

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.

Course Requirements:

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

- -include photocopies of references
- -include material downloaded from the Internet
- -exceed five (6) typewritten pages (not counting the title page)

Course Schedule:

CHEM 451 Biochemistry Lab Spring 2022

Labs will be live, live-streamed and recorded

1. Thursday Jan 20 Sci Lab 11:30 am Introduction to CHEM 451K. James Lewis
2. Thursday Jan 27 Sci Lab 11:30 am Micro pipetting Techniques K. James Lewis
3. Tuesday Feb 1 BLH 2:30 pm Pre-Lab #1 Beer-Lambert's Law K. Jones
   Thursday Feb 3 Sci Lab 11:30 am Lab # 1 Beer-Lambert's Law K. Jones

Practice online quiz 1 opens Feb 3 – Feb 10 @ 11:50 pm

4. No Labs Exam Week

5. Tuesday Feb 15 BLH 2:30 pm Pre-Lab # 2 Biuret Protein determination R. Lewis
   Thursday Feb 17 Sci Lab 11:30 am Lab # 2 Biuret Protein determination

Practice online quiz 2 opens Feb 17 – Feb 24 @ 11:50 pm

6. Tuesday Feb 22 BLH 2:30 pm Pre-Lab #3 Thin Layer Chromatography K. Jones
   Thursday Feb 24 Sci Lab 11:30 am Lab # 3 Thin Layer Chromatography K. Jones

Practice online quiz 3 opens Feb 24 – Mar 3 @ 11:50 pm

7. Tuesday Mar 1 BLH 2:30 pm Pre-Lab #4 Glucose Oxidase Teddy Ikolo
   Thursday Mar 3 Sci Lab 11:30 am Lab # 4 Glucose OxidaseTeddy Ikolo

Practice online quiz 4 opens Mar 3 – Mar 10 @ 11:50 pm

8. No Labs Exam Week
9. Tuesday Mar 15 BLH 2:30 pm Pre-Lab # 5 Enzyme Kinetics K. James Lewis
   Thursday Mar 17 Sci Lab 11:30 am Lab # 5Enzyme Kinetics K. James Lewis

Practice online quiz 5 opens Mar 17- Mar 24 @ 11:50 pm

10. Tuesday Mar 22 BLH 2:30 pm Pre-Lab # 6 Protein Electrophoresis C. Benjamin
    Thursday Mar 24 Sci Lab 11:30 am Lab # 6
    Protein Electrophoresis C. Benjamin Practice online quiz 6 opens Mar 24 – Mar 31 @ 11:50 pm
11. No Labs
12. No Labs Exam Week
13. Tuesday Apr 12 BLH 2:30 pm Discussion on Lab Report and Review of Labs
14. Tuesday Apr 19 TBA TBA Final Lab Exam All
15. Thursday Apr 28 Lab Report due

Master Syllabus
School of Arts and Sciences Master Syllabi

Biology and Diversity of Life

Course
BIOL 215
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): René De Riggs

Course Director Name: René De Riggs

Course Lecturer(s) Contact Information: 473-439-2000 ext. 3257, rderiggs@sgu.edu

Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: TBD

Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Aquatic Animal Medicine Research Laboratory (1st 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.
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 = 64.4% or less

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

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

Supplementary Readings/Resources: 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 Assessment: Students will write a five (5) page case study research paper on a topic within biodiversity, conservation, and climate change. Detailed instructions will be distributed on March 4th, 2022. Papers will cite course materials as well as non-course credible sources. A rubric will also be provided for guidance. Students will hand in papers through TURNITIN on SAKAI. Due date is included in the tentative schedule.

Field Trip: - Dependent on the COVID-19 pandemic situation, students are expected go on a traditional field trip or undergo an alternative field trip experience and produce a report. More details will be provided in due course.

Course Schedule:

		BIOL 215: 2022 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**	*Patterns of Inheritance Practice Activity*	**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**	*Fun Interactive Tutorials: Genes to Proteins*
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**	PUBLIC HOLIDAY (GOOD FRIDAY)
		SATURDAY 16TH APRIL: FIELD TRIP or ALTERNATE ACTIVITY		
			ASSIGNED	
14	**20-Apr**	Climate Influence on the Earth's Diverse Ecosystems (Chapter 30)	**22-Apr**	Conserving Earth's Biodiversity and Sustainability (Chapter 31)
15	**27-Apr**	**Case Study Research Paper Due!**	**29-Apr**	**QUIZ 3: Chapters 16, 27, 28, 30, 31**
16	**04-May**	**Finals Week (Note: No Final Examination for BIOL215)**		

Master Syllabus
School of Arts and Sciences Master Syllabi

Biomedical Anatomy
Course

BIOL 303
Semester
Fall
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
Current Syllabus

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

General Information
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 Curriculum Information
Course Description:

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

Lectures and laboratory sessions have been adopted to accomplish the objectives of this course of both onsite and online. Thus, the course involves didactic classroom lectures on site and virtual lectures through Zoom sessions on Sakai. The laboratory sessions will be achieved through onsite laboratory demonstrations and virtual images that can be accessed on a specific website i.e., http://vanat.cvm.umn.edu, plus images from related recommended texts for this course.

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

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

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

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

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

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

Course Evaluation

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

The laboratory component of the examinations (laboratory quizzes, mid-term, and final lab examinations) shall consist of identification/naming of structures learnt on virtual images provided by your given online site and your onsite laboratory demonstratory sessions. In reference to the histology segment, students will also be asked to identify structures according to what was learnt virtually and in the onsite lecture and laboratory sessions according to related images provided.

Please note that your final examination will be cumulative.

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

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

Exam type	Week	Weight (points)
Quiz 1: Lab and lecture	3	30
Quiz 2: Lab and lecture	6	30
Midterm Exam: Lab and lecture	8	60
Quiz 3: Lecture	TBA	30-TENTATIVE
Quiz 4: Lab and lecture	TBA	30-TENTATIVE
Final Exam: Lab and lecture	TBA	60-TENTATIVE
Gran total		240

Laboratory Guide:
Please read the following information:

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

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

Format of virtual laboratory proceedings:

- Please note that in order to facilitate a comprenhesive understanding of material, students are expected to begin study according to the format suggested herein in accordance with the given website:

For every lab student should be guided by:

- Lab objectives,
- Instructor commentary,
- Dissection Videos,
- Dissection Images.

Students are expected to know and identify structures by name on the virtual images provided.

Topics for virtual laboratory sessions are as follows:

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

Course Objectives

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

Topic 1: Appendicular system/skeleton: Thoracic and pelvic limb Time frame: 4 Lectures: 3 hours and 20 minutes

Learning outcomes of thoracic and hind limb:

- Define the appendicular system.
- Learn name of the segments of the thoracic and pelvic limb and their associated bones. Examples:
    - -Thoracic limb:
- Pectoral girdle segment – Associated bones- clavicle and scapula
- Brachium (arm) segment- Associated bone - humerus
- Antebrachium (forearm) segment- Associated bone - radius and ulna
- -Forepaw (manus) segment, that includes wrist/carpus with its digits- Associated bones- metacarpals, phalanges, dorsal and palmar sesamoid bone
- -Definition of the carpus

- -Definition of the digits

Hindlimb (examples cont)

- -Femoral segment- Associated bone - Femur
- -Crus segment- Associated Bones-Tibia and fibula
- -Tarsus segment- Associated Bones-Tarsal bones

Appendicular skeleton:

Thoracic limb:

Scapula:

Describe general characteristics of the lateral surface of scapula:

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

Comparative Anatomy of the Scapula:

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

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

Humerus:

- -Note the anatomical features in the proximal extremity of the humerus as specified in lecture:
- -Head
- -Neck
- -Greater and lesser tubercle
- -Note the anatomical features in the distal extremity of the humerus as specified in lecture:
- -Define humeral condyle
- -Note the parts of humeral condyle

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

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

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

Ulna:

- General anatomical features of the ulna:

Proximal extremity:

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

Distal extremity:

- -Note the lateral styloid process

Radius

General anatomical features of the radius:

Proximal extremity: Note the following:

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

Distal extremity (trochlea):

- -Note the medial styloid process

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

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

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

Dog:

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

Ruminants:

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

Horse:

- -Note that in the horse the 1st and 5th metacarpal bones are absent. Also note that the 2nd and 4th metacarpal bones are markedly reduced and are commonly called “splint bones” Note that the 3rd metacarpal bone is notably larger than the 2nd and 4th metacarpal bones and that it is the only one which support a digit.

Topic 2: Appendicular skeleton: Hind limb Time frame: 4 Lectures: 3hrs and 20 minutes

Learning outcomes:

Pelvic girdle:

- -Distinguish the bones of the pelvic girdle
- -Note that fusion of these bones forms the os coxae
- -Define the pelvic cavity

- - Note the bones that contribute to the formation of the acetabula fossa

Femur

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

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

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

Tibia

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

Fibula

- -Note the different parts of the fibula

Tarsus

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

Topic 3: Axial skeleton Time frame: 3 Lectures: 2 hours and 30 minutes Learning outcomes:

Bones of the skull:

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

Bones of the axial skeleton:

- Describe the general characteristics of a typical vertebrae
- Differentiate vertebrae according to specicic 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 systemlaryngopharynx
- Define the larynx, note its characteristics (be familiar with cartilaginous parts), and function only as elaborated in lecture
- Learn the anatomical features of the trachea and related structures
- Learn the components of the bronchial tree and related structureS

Topic 6: Thorax cavity: Time frame: 3 Lectures: 2 hours and 30 minutes

Learning outcomes:

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

Comparative anatomy of the thorax:

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

Ox, goat, and pig:

- -Note the absence of these openings in the mediastinum of these animals -Note the clinical significance of the presence of these openings:
- Allow a unilateral pneumothorax to become bilateral

Comparative anatomy of the lung:

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

- **-**Note that in all domestic species the left lung has two lobes: cranial and caudal
- **-**With the exception of the horse, note that the right lung of all other domestic species has four lobes whereas that of the horse lacks a middle lobe of the right lung.
- **-**Note that in all species but the horse, the cranial lobe of the left lung is further divided into two parts: cranial and caudal
- **-**Note that in ruminants the cranial lobe of the right lung is also divided into cranial and caudal parts
- **-**Note that intralobar lobulation of the lung is clearer in the ox than in the goat and pig and that it is hardly detectable in sheep.

Topic 7: Cardiovascular system Time frame: 6 Lectures: 5 hours Learning outcomes:

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

Comparative anatomy of the cardiovascular system:

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

Carnivore, equine and artiodactyles:

- -Note that the right azygos vein persists after birth in the dog and horse, whereas in artiodactyles 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 carpus 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 cecae

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

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.**

Grading
SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

- 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.

Master Syllabus
School of Arts and Sciences Master Syllabi

Botany

Course
BIOL 200
Semester
Spring

Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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 12:00 am **(M & W)**

Course Director Office Hours: 9:00 am to 12:00 am (M & W)

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.

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:
    1. Plant cell biology
    2. Respiration and photosynthesis
    3. Genetics
    4. Evolution and adaptation
    5. Plant organs
    6. Plant diversity

7. Environmental factors that affect plants
8. Human-plant interactions

2. Increase student understanding of the complex plant communities of Grenada and the ecosystems they create.
3. Develop scientific skills including:
    1. Learn to ask the questions that scientists ask
    2. Gather, interpret, and communicate quality information
4. Provide the opportunity for students to explore the natural environment to gain first-hand experiences and knowledge of the unique flora of Grenada
5. Demonstrate the importance of botany as an active research field that promotes the understanding of the flora as it relates to the environment and the long-term survival of humankind.

Technical Skills Outcomes:

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

Student Learning Outcomes:

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

Program Outcomes Met By This Course:

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

- *Text:* 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 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 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: 2022 Tentative Spring Lecture Schedule			
Week		**M: Lecture 1**	**W: Lecture 2**
17-Jan	**01**	Introductions & Syllabus Review	What is Botany
24-Jan	**02**	Plant Cells	Plant Molecules
31-Feb	**03**	Membrane Structure and Function	Group Presentation I
7-Feb	**04**	**Independence Holiday**	Catch Up Day
14-Feb	**05**	QUIZ 1	Cellular Respiration
21-Feb	**06**	Photosynthesis	Ethnobotany I
28-Feb	**07**	Ethnobotany II	Group Presentation II
7-Mar	**08**	**Midterm Exam**	**Midterm Week**
14-Mar	**09**	Genetics	Evolution
21-Mar	**10**	QUIZ 2	Plant Diversity I
28-Mar	**11**	Plant Diversity II	LAB I
4-Apr	**12**	Plant Structure I	Plant Structure II
11-Apr	**13**	Secondary Growth	Humans and Plants
18-Apr	**14**	**Holiday**	QUIZ3
25-Apr	**15**	Poisonous Plants I	Poisonous Plants II
2-May	**16**	**Final Exam—likely today**	**Final Exams Week**

Master Syllabus
School of Arts and Sciences Master Syllabi

Business Communication

Course
ENGL 205
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ronald Charles

Course Director Name: Ronald Charles

Course Lecturer(s) Contact Information: rocharles@sgu.edu or 444-4157 ext 3650

Course Director Contact Information: Same as Above

Course Lecturer(s) Office Hours: Mon & Wed 1:30pm – 4:30pm, Tue & Thur 10am – 12:00pm

Course Director Office Hours: Same as Above

Course Lecturer(s) Office Location: G Building (Upstairs)

Course Director Office Location: Same as Above

Course Support: Nikisha Thomas, nsthomas@sgu.edu

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

Course Curriculum Information
Course Description:

The Business Communication course is designed to enable students to become effective communicators in the business world.

Course Objectives:

The course deals with written forms of business communication. It emphasizes those good communication practices (oral included) which will equip students to approach the job market with confidence and once there, to communicate appropriately.

Student Learning Outcomes:

Student should be able to:

1. Utilize the three step writing process – planning, writing, and completion of business messages.
2. Write a variety of business correspondence – formats including e-mail, memorandum, employment applications, as well as business letters written in a routine, negative, positive and persuasive context..
3. Create a formal report/proposal and give an oral presentation of an executive summary
4. Demonstrate an understandingnof the major types and typical sequence of job interviews as well as the attributes employers look for during an interview.
5. Demonstrate an understanding of Customer Service, professionalism and conflict resolution.
6. Demonstrate an understanding of the rules of engagement in Business Communication as defined in the text book and lectures.

Program Outcomes Met By This Course:

PO.1 = Achieve success through effective Business Communication.

PO.2 = Master team skills, interpersonal communication, non-verbal communication, customer service, as well as barriers to communication and intercultural communication

PO.3 = Design and deliver oral and online presentations

PO.4 = Master the job interview process

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Excellence in Business Communication (Eleventh, Twelfth Edition) John V. Thill & Courtland L. Bovee.

Course Grading Requirement:

- Attendance/Participation.....10%
- Assignments.....10%
- Mid-term (Cover Letter & CV/Resume)....20%
- **5** Quizzes (5% per).....25% Employment Interview.....5%
- Oral Presentation.....5%
- Formal Report.....25%
- Subtotal.....100%

Course Requirements:

- Five (5) scheduled Assignments throughout the semester.
- Five (5) quizzes throughout the semester
- A Mid-term (cover letter and resume) assignment
- Formal report and oral presentation

Course Schedule:

Week 1: Introduction

- **Overview of course content & assessment / venues and times / participation grade dependent on attendance**
- **Writing principles (exercises)**
- **Assignment**
- **Read Chapter 1 (Achieving Success through Effective Business Communication)**

Week 2: Achieving Success through Effective Business Communication

- **Theory of communication – communication model (sender, receiver, medium, channel, feedback, etc. etc.)**
- **Read Chapter 2-3 (Mastering Team Skills and Interpersonal Communication / Communicating in a World of Diversity)**

Week 3: Verbal / Non-verbal Communication / Barriers to Communication and Intercultural Communication / Customer Service

- **Team-based Learning**
- **Customer Service (supplemental reading)- hand out**
- **Read Chapters 4-5 (Planning Business Messages / Writing Business Messages)**

Week 4: Applying the Three-Step Writing Process / Customer Service / Conflict Resolution

- **Read Chapter 6 (Completing Business Messages)**
- **Presentation**
- **Customer Service Exercise**
- **Conflict Resolution (supplemental reading) – hand out**
- **Quiz 1, chapters 1-6**

Week 5: Writing Business Letters, Memos, Faxes & Emails/ Preparing Planning and Writing Business Messages

- **Practice Exercises**
- **Quiz 2, Customer Service & Conflict Resolution**
- **Read Chapter 7 (Crafting Messages for Electronic Media)**

Week 6: Writing Cover Letters and Resumes / Interviewing

- **Presentation**
- **Practice Exercises**
- **Lecture on supplemental reading – hand out**
- **Read Chapters 15-16 (Building Careers and Writing Resumes / Applying and Interviewing for Employment)**

Week 7: Writing Cover Letters and Resumes/ Interviewing

- **Presentation**
- **Writing Employment Messages and Interviewing for Jobs**
- **Quiz 3, chapters 15-16**

Week 8: Midterms

- **Cover Letter/Resume Assignment due**
- **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 (handouts provided)**
- **Tips / strategies for effective interviews (do's and don'ts)**
- **Quiz 5, Chapters 11-14**

Week 14: Oral Presentation

- **Oral presentation (Executive Summary) of Formal Report Assignment**

Week 15: Employment Interviews

- **Actual – One and One interview sessions with students**
- **Formal Report is due at the end of this week**

Week 16: Exam period

Master Syllabus
School of Arts and Sciences Master Syllabi

Business Ethics

Course
BUSI 303
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Anthony Andall

Course Director Name: N/A

Course Lecturer(s) Contact Information: 444-4175 ext. 3723 email: aandall@sgu.edu

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon & Wed 11-00- 12:00 pm, 2:15 pm – 3:30 pm, Tue & Thu 10:30 – 12:00, 2:30 – 4:00pm

Course Director Office Hours: N/A

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

Course Director Office Location:

Course Support: Tracy Fortune, tfortune@sgu.edu, Ext 3373

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

Course Curriculum Information
Course Description:

This course introduces students to the concept of business ethics as it applies to global business. Business ethics examines the nature of morality and theories of normative ethics. The course identifies a variety of ethical issues and moral challenges involving consumers, the environment, the professions, and the role of the corporation in our society.

Course Objectives:

1. Recognize the ethical ramifications of business decisions
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:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-7: Students will be able to demonstrate knowledge of legal, ethical, and global standards in the management domain.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Ethics and the Conduct of Business (6th Ed). John R. Boatright. Prentice Hall

Supplementary Readings/Resources: Business Ethics: The Moral Foundation of Effective Leadership, Management, and Entrepreneurship (2nd Ed). Frank J. Cavico & Bahaudin Mujtaba

Course Grading Requirement:

Item

- Midterm: 25
- Final: 25
- In class Quizzes: 15
- Term -project: 15
- Class participation and Discussion: 05
- Written assignments & Presentations: 15
- ***Total*** : **100**

Course Requirements:

Chapter quizzes:

Upon completion of each chapter a quiz will be administered. These quizzes will be administered using both online and in person as determined by the course instructor. Quizzes will account for 15% of the course grade.

Individual assignments:

At least two (2) individual assignments will be administered throughout the course. Combined, individual assignments will account for a total of 15% of the course grade.

Group paper:

A group assignment will be distributed in week nine (9) of the course. The size of the group is contingent of the size of the class and will be determined by the course instructor. The group paper will account for 15% of the course grade.

Midterm and Final Exams:

The midterm and final exam will occur in week 8 and week 16 respectively.

Course Schedule:

Week	**Topic**
1. Jan 17th 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
6	Trade secrets and conflicts of interest
7	Privacy
8. Mar 7th – 11th	**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 Apr 29th – May 6th		**FINALS**

Master Syllabus
School of Arts and Sciences Master Syllabi

Business Law

Course
BUSI 210
Semester
Fall
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information

Days and Times:	MON & WED 5:30 – 6:4

Course Lecturer Name(s): TBA

Course Director Name: N/A

Course Lecturer(s) Contact Information: TBA

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: TBA

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A

Course Director Office Location: N/A

Course Support: TFortune@sgu.edu ext. 3373

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

Course Curriculum Information
Course Description:

This course is designed to provide students with a general introduction to the legal environment that affects individuals, business transactions and business decisions. It is designed to assist students in identifying and minimizing potential areas of legal liability and risk. Students will be introduced to an overview of the Commonwealth Caribbean legal system, the laws and court decisions (case law) which may serve as external constraints on the business transactions/decisions. The course will focus on key legal principles and concepts as they relate to contract, agency and forms of business organizations. Students will also consider, in general terms, the policy concerns which inform the interpretation and development of the law.

Course Objectives:

1. Identify the general legal principles which may have legal implications for individuals, business transactions and decisions;
2. Describe basic legal terminology and concepts as they relate to business;
3. Identify and assess any potential legal issues which may materialize either before or during business transactions, and which have the potential to become very costly in terms of seeking legal advice;
4. Describe the legal services and advice which may be required of legal experts, as part of the business decision making process;
5. Explain the various legal relationships which may exist in the business environment and;
6. Identify and explain the legal principles which govern contract, the types of business organization and employment

Student Learning Outcomes:

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

Program Outcomes Met By This Course:

ISLO-7: Students will be able to demonstrate knowledge of legal, ethical, and global standards in the management domain.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

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

Supplementary Readings/Resources: Supplementary Readings/Resources: Where appropriate, additional reference materials will be placed in the library – or provided during lectures or tutorials. Students will be advised accordingly.

Course Grading Requirement:

Course Component: Percentage allocated

Class participation (attendance & contribution): 10

In-class assignments/quizzes: 20

Midterm Exam: 20

Group assignments and presentations: 25

Final Exam: 25

TOTAL: 100

Course Requirements:

1. Prepare for class by doing the necessary readings;
2. Contribute thoughtful ideas to class discussions and engage in constructive debate;
3. Conduct themselves in an appropriate manner, including being respectful of the opinions of others;
4. Listen carefully to instructions given by if you do not understand, ask the instructor and;
5. Students should bring the text to class at all times, unless instructed otherwise – or all other materials, as directed.

Course Schedule:

Week (s)	**Topic (s)**	**Chapter (s)**
1	Nature and Sources of Law	1 & 2 pages 3-40
2-3 *4 5 *6-7	**The Formation of a Contract** 1. Offer & Acceptance 2. Intention to create legal relations 3. Certainty of terms 4. Consideration, Promissory Estoppel, Privity of Contract	8: pages 234-244 pages 256-258 pages 266-268 pages 244-254
	MIDTERM EXAM - week 8	
9 *10	**Terms of a Contract** a) Express and Implied Terms b) Exclusion Clauses	9: Pages 262 -266 Pages 266-276
11 *12-13	**Vitiating Factors** 1. Mistake 2. Misrepresentation	10: Pages 278-283 Pages 283-288
14 - 15	**Types of Business Organisations** 1. Unincorporated business structure - Sole Traders & Partnerships 2. Incorporated business structures - Limited Liability Companies, External Companies & Non-profit Companies	17: Pages 483-393 Pages 521-528

	FINAL EXAM - week 16	

Master Syllabus
School of Arts and Sciences Master Syllabi

Business Mathematics

Course
BUSI 220
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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.
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:

ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Business Math Brief – Tenth Edition By: Cheryl Cleaves / Margie Hobbs / Jeffrey Noble

Supplementary Readings/Resources: N/A

Course Grading Requirement:

The final grade will be determined from the following plus an individual group evaluation that may affect all group examination grades.

Assignments/Participation/Quiz	**10%**
Group Mid-term exam	**20% (Based on the 1st half of the course)**
Group Final Exam	**20% (Based on the 2nd half of the course)**
Individual Mid-term	**25% (Based on PV & FV calculations)**
Individual Final	**25% (Based on Annuities)**

Course Requirements:

- Participation in class discussions.
- Active participant in group.
- Completion of all assignments.
- Satisfactory completion of quizzes.
- Successful completion of both mid-term and final examination, individual / group

Course Schedule:

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

Master Syllabus
School of Arts and Sciences Master Syllabi

Calculus I

Course
MATH 200
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: TBA

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D (Leeward Hall), 2nd floor

Course Director Office Location: N/A

Course Support: Mary Celestine, mcelesti@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 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;
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 = 64.4% 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
- 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. - Quiz3
- 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

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Capstone 2

Course
BIOL 421
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
Course Lecturer Name(s): Stephen Nimrod & Paula Spiniello

Course Director Name: Patricia Rosa

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

Course Director Contact Information: prosa@sgu.edu

Course Lecturer(s) Office Hours: *TBD*

Course Director Office Hours: N/A

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

Course Director Office Location: N/A

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, x3435

Course Management tool: To 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:

The goal of this capstone project is to apply knowledge and skills acquired in the program, data collection and analysis, result interpretation and presentation, and communication skills, by executing an enquiry-based research project.

Student Learning Outcomes:

1. Implement an approved research design and collect data to formally test the hypotheses proposed.
2. Enter, manage, and collect data meticulously.
3. Conduct quantitative and/or qualitative analyses, and interpret results within the appropriate scope of inference.
4. Emphasize and discuss research findings and situate them within the relevant scientific literature.
5. Communicate effectively the project findings by means of a written report, and oral and poster presentation.

Technical Skills Outcomes:

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

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

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

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

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

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

Program Outcomes Met By This Course:

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

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

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 = 64.4% or less

Course Materials:

Text: Various peer-review journals, textbooks, and reports relevant to the research topic *Supplementary Readings/Resources:* N/A

Course Grading Requirement:

- 3-minute Capstone: 20%
- Honor's Thesis: 50%
- Oral Defense: 30%

Course Requirements:

See Capstone Handbook for a detailed breakdown.

Course Schedule:

Week		
1.	Jan. 18	1-Research question, hypothesis testing, and data gathering
2.	Jan. 25	2-Data, entry, organization, and management
3.	Feb. 1	3-Data analysis and interpretation
4.	Feb. 8	Independent session: Data collection and/or analyses
5.	Feb. 15	4-3-minute Capstone
6.	Feb. 22	5-MWC roundtable (tentative) or independent session
7.	Mar. 1	EVALUATION: 3-minute Capstone (20%)
8.	Mar. 7–11: MIDTERM WEEK	
9.	Mar. 15	6-Thesis redaction, editing, and formatting
10.	Mar. 22	Independent session: Work on thesis
11.	Mar. 29	Independent session: Seek feedback on thesis from faculty advisor
12.	Apr. 3	7-Oral defense
13.	Apr. 12	EVALUATION: Honor's thesis (50%)
14.	Apr. 19	Independent session: Finalize oral defense with faculty advisor
15.	Apr. 26	EVALUATION: Oral defense (30%)
16.	May 2–6: FINAL EXAM WEEK	

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Capstone I

Course
BIOL 420
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Stephen Nimrod & Paula Spiniello

Course Director Name: Patricia Rosa

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

Course Director Contact Information: prosa@sgu.edu

Course Lecturer(s) Office Hours: *TBD*

Course Director Office Hours: N/A

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

Course Director Office Location: N/A

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, x3435

Course Management tool: To 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:

The goal of this capstone project is to demonstrate knowledge and skills learned in the program, including scientific knowledge, quantitative literacy, and communication skills, by developing an enquiry-based research project.

Student Learning Outcomes:

1. Integrate previous knowledge and experience to develop an enquiry-based research project.
2. Conduct a literature review where information is synthesized into a novel interpretation that will guide the development of a research question.
3. Demonstrate that potential logistical constraints and ethical implications have been considered and, if necessary, implemented.
4. Communicate effectively the project rationale, design, hypotheses, methods, and timeline to a committee.

Technical Skills Outcomes:

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

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

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

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

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

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

Program Outcomes Met By This Course:

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

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Various peer-review journals, textbooks, and reports relevant to the research topic *Supplementary Readings/Resources:* N/A

Course Grading Requirement:

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

Course Requirements:

See Capstone Handbook for a detailed breakdown.

Course Schedule:

Week	
1.	Jan. 18 1-Guidelines and requirements for the capstone project
2.	Jan. 25 2-Project development and mentor
3.	Feb. 1 Independent session: Find faculty advisor
4.	Feb. 8 3-Literature review
5.	Feb. 15 4-Academic writing, citing, and formatting
6.	Feb. 22 5-Research design and methods
7.	Mar. 1 EVALUATION: Literature review (20%)
8.	Mar. 7–11: MIDTERM WEEK
9.	Mar. 15 6-Research ethics, health, and safety
10.	Mar. 22 7-Research proposal
11.	Mar. 29 Independent session: Seek feedback on research proposal from faculty advisor
12.	Apr. 3 8-Oral presentation
13.	Apr. 12 EVALUATION: Research proposal (50%)
14.	Apr. 19 Independent session: Finalize oral presentation with faculty advisor
15.	Apr. 26 EVALUATION: Oral presentations (30%)
16.	May 2–6: FINAL EXAM WEEK

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Caribbean Identity

Course
SSCI 403
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Oliver Benoit

Course Director Name: Oliver Benoit

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

Course Director Contact Information: same as above

Course Lecturer(s) Office Hours: by appointment

Course Director Office Hours: by appointment

Course Lecturer(s) Office Location: Ballsier Building - upstairs

Course Director Office Location: same as above

Course Support: Nikisha Thomas; nsthomas@sgu.edu; ext. 3692

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

Course Curriculum Information
Course Description:

Caribbean identity, an interdisciplinary seminar explores the basic question, “is there a Caribbean Identity?” Drawing upon nationalism theories the seminar evaluates Caribbean society from a historical, social, economic, and political perspective. The course also examines the various paradigms of Caribbean writers and their discourse on the social underpinnings of Caribbean society in the context of national identity and its impact on a Caribbean identity.

Course Objectives:

1. The Objectives of this course is to provide students with an understanding of the various intellectual thoughts that have shaped Caribbean societies.
2. The course aims to establish the extent to which these intellectual thoughts have contributed to the formation of a Caribbean nationalism or and nationalism(s) in the Caribbean.

Student Learning Outcomes:

Upon completion of the course, students will:

- Better appreciate the social history of Caribbean societies.
- Understand the major intellectual thoughts that have shaped Caribbean identity.
- Acquire the skills required to link historical, social, economic and political concepts to theories of nationalism.
- Understand the development and intellectual legacy of Caribbean thoughts.

Program Outcomes Met By This Course:

SSCI – PO-1 Apply classical and contemporary sociological perspectives to explain complex social issues and problems; particularly, Caribbean social reality

SSCI – PO -2 Demonstrate their critical thinking skills to sociological analysis.

SSCI – 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 = 64.4% or less

Course Grading Requirement:

Assignments	**Percentage of Grade**
Students are required to take an active part in discussions; 20% of the final grade will be based on this participation	20%
Mid Semester paper (Individual)	40%
Presentation & Final Paper (Group).	40%

TOTAL	**100%**

M**arking Criteria**

Students' papers will be assessed on the ability to satisfactory address the question. Assessment will also be based on students' knowledge of materials provided for the course, and their ability to draw crucial links between the use of theory and empirical evidence. Assessment will also be based on the proper use of grammar, essay structure, the argument supported by evidence, and understanding of theories, methods and evidence, as well as referencing and bibliography.

Course Schedule:

Date	**Topic**	**Readings**
Week 1:	Introduction, Formation of Caribbean Societies. Understand National Identity in the Caribbean:	*Nationalism and Identity: Culture and the Imagination in a Caribbean Diaspora*, by Stefano Harney Pages 1-31 *The Caribbean: The genesis of a Fragmented Nationalism*, By Franklin Knight. Chapter 10 & 11
Week 2	Culture and National identity formation: the Caribbean discourse: The Barbados Republican status	*The Birth of Caribbean Civilization: A Century of Ideas about Culture and Identity, nation and Society*, by O.Nigel Bolland Sections from Part 3
Week 3	Colonialism and Nationalism and Ethnicity in the Caribbean:	The Enigma of Ethnicity: An analysis of Race in the Caribbean and the World, (ed)by Ralph Premdas
Week 4,	The Significance of Race in the Caribbean	*Race & Nation in the Formation of Brazil Identity,* by Leone Campos de Sousa *Ressentment, Nationalism*

		and the Emergence of Colitical Culture in Grenada, by Oliver Benoit *Frantz Fanon and the Dream of African Nationalism,* by Oyeshiku Carr	
Week 5	Modernity and Nationalism	Advanced Introduction to Nationalism, By Liah Greenfeld	
Week 6	Modernity and Nationalism	Advanced Introduction to Nationalism, By Liah Greenfeld Research Handbook in the Caribbean, (ed) Liah Greenfeld & Zeying Wu	
Week 7		Making sense of Nationalism in the Caribbean.	Paper due
Week 8	**MIDTERM WEEK**		
Week 9	Art, Material Culture and Nationalism in the Caribbean: What Can we learn from Barbados?		*Art and Culture* by, David E. W. Fenner *Art, Architecture and nationalism*, Athena S. Leoussi https://barbadostoday.bb/2021/11/27/historian-switch-torepublic-undermined-by-lack-of-public-education/ https://barbadostoday.bb/2021/11/26/moral-politicalcase-for-referendum-but-not-legally-required/ https://7news.com.au/entertainment/royalfamily/barbados-becomes-latest-country-to-move-toremove-british- https://inews.co.uk/news/world/barbados-cuttingimperial-links-uk-republican-caribbean-commonwealth-13197 https://www.stabroeknews.com/2021/11/29/features/inthe-diaspora/barbados-the-long-road-to-the-republic/ https://misc.pagesuite.com/pdfdownload/b6ff3e7e-4dd7422c-bdd8-9973ded95150.pdf https://jacobinmag.com/2021/12/barbados-neocolonialism-republic-british-empire-self-governance https://www.reuters.com/world/americas/commonwealthnations-face-hurdles-follow-barbados-republican-pat https://barbadostoday.bb/2021/08/18/btcolumnaddressing-republic-hesitancy/ https://barbadostoday.bb/2021/08/29/btcolumn-do-it-thedemocratic-way/ https://barbadostoday.bb/2021/08/03/political-scientistlambastes-government-for-stance-on-move-to-republic news/republicconcerns#.YaivdIfHjJ0.mailto https://www.blackenterprise.com/barbados-elects-itsfirst-president-to-replace-britains-queen-elizabeth-ashea

		https://youtu.be/_Ey5vNwlvNY https://www.linkedin.com/posts/caricomorg_barbadosbecomes-a-republic-caricom-activity6871449580483997 https://foreignpolicy.com/2021/06/28/barbados-republicqueen-elizabeth-monarchy-caribbean// https://www.barbadosadvocate.com/columns/roadrepublic-barbados'-transition#.YaitCJaIxMI.mailto
		https://www.cbc.ca/news/world/barbados-harry-meghan1.5952162 https://barbadostoday.bb/2021/07/28/referendumneeded-on-republicanism-dlp/ https://theconversation.com/ barbados-plans-to-removethe-queen-as-head-of-state-without-a-referendum-isthat-a-wise-idea-146363?utm_
Week 10	Art, Material Culture and Nationalism in the Caribbean, ctd	*Heritage and National Consciousness: Bricks as* *Methodology and Metaphor*, by Oliver Benoit
Week 11	Art, Material Culture and Nationalism in the Caribbean, ctd	*The Question of National Identity and the* *Institutionalisation of the Visual Arts in Grenada*, by Oliver Benoit
Week 12	Shakespeare Mas in Carriacou	*Open discussion*
Week 13	Good Friday Holiday	*No class*
Week 14	Presentation and discussion of group project	
Week 15	Presentation and Discussion of group project.	
Week 16	Finals	

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Cell and Developmental Biology

Course
BIOL 344
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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.

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 = 64.4% or less

Course Materials:

Text: Text: Text: S.F. Gilbert (2010). Developmental Biology (9th Edition). Sinauer. Copies and other editions are available on reserve in the library.

6th Edition available online: http://www.ncbi.nlm.nih.gov/books/NBK9983/

USE LECTURE TITLES AS SEARCH TERMS FOR THE ONLINE TEXT

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Evaluation will consist of four examinations (25 points each) and 10 online quizzes (0.5 points each for a total of 5 points). The total points for the course are 105 points. The format of the exam is multiple choice, single best answer type questions. Some question may include an image. All examinations are noncumulative.

Course Requirements:

Students will be required to:

1. be prepared for live class sessions by completing the course vocabulary and course objectives;
2. conduct themselves in an appropriate manner, including being respectful of the opinions and contributions of others;
3. 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 17)		Introduction to the course
	1	Overview of development/Genomic Equivalence/Gene Expression
2 (Jan 24)	2	Origin of primordial germ cells/Spermatogenesis (Asynchronous recording)
	3	Oogenesis and oocyte maturation (Asynchronous recording)
3 (Jan 31)	4	Fertilization
	5	Cleavage stage: Comparative phylogenetic patterns
4 (Feb 7)		Independence Day Holiday (DLA#1)
	6	Cleavage: Translational control of oocyte messages
		Turningpoint IMCQ (Time to be determined)
5 (Feb 14)	**FEB 14**	**Examination #1 (Sessions 1 to 6 including DLA#1)**
	7	Gastrulation
6 (Feb 21)	8	Cell determination: Mosaic development
	9	Inductive/Regulative development (Asynchronous recording)

7 (Feb 28)	10	Neurulation and neural crest cells
	11	Eye development
		Turningpoint IMCQ (Time to be determined)
8	**TBA**	**Examination # 2 (Sessions 7 to 11) (held during midterm week)**
9 (Mar 14)	12	Vertebrate limb development
	13	Regeneration
10 (Mar 21)	14	Stem cells
	15	Evo-Devo: Evolution and development
11 (Mar 28)	16	Making of a fly
	17	Environmental regulation of development
12 (April 4)	18	Human Infertility
	19	Elements of Human development
		Turningpoint IMCQ (Time to be determined)
13 (April 11)		**Examination #3 (Session 12-16)**
	20	Human Infertility
14 (April 18)		HOLIDAY **(DLA#2)**
	21	Prenatal Diagnosis (Dr. Mary Maj)
15 (April 25)	22	Monsters and mutants: Human birth defects
		Turningpoint IMCQ (Time to be determined)

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, 2022 at 9:00 am.

Quiz #	Start Date	Sessions
1	Jan 26	1-3
2	Feb 2	4-5
3	Feb 9	6/DLA#1
4	Feb 23	7 - 9
5	March 2	10-11
6	March 16	12-13
7	March 23	14-15
8	March 30	16-17
9	April 6	18-19/DLA#2
10	April 25	20-22

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Clinical Cases

Course
PCLN 380
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
COURSE FACULTY:

Dr. Tyhiesia Donald Contact Information: tdonald@sgu.edu

Dr. Andre Hamlet Contact Information: ahamlet@sgu.edu

Dr. Sonia Phillip Contact Information: sphillip@sgu.edu

Course Director: Dr. G. A. Glenda Ventour-DeRiggs Contact Information: gventour-deriggs@sgu.edu
Phone: 473 415 1898

COURSE MANAGEMENT TOOL: SAKAI

Course Curriculum Information
OVERVIEW:

This course is designed to introduce students registered in Premedical Sciences to Clinical Medicine. It provides an insight into the knowledge, skills, attitudes and values they need to acquire as Physicians and intends to help them understand how material currently taught in Physiology lectures applies to Clinical Medicine.

COURSE CONTENT:

-Clinical Case Discussions (CCD's) (5).

These are based on common clinical syndromes. Students are required to research the topics for Clinical Case discussions prior to the class. The clinical cases and instructions for the discussions are posted on SAKAI under Resources.

1. HYPOVOLEMIC SHOCK (Weeks 2,3)
2. RAISED INTRACRANIAL PRESSURE (Weeks 5,6)
3. CONGESTIVE CARDIAC FAILURE (Weeks 7,9)
4. CHRONIC OBSTRUCTIVE PULMONARY DISEASE (Weeks 10,11)
5. DIABETES MELLITUS (Weeks 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 10,11)
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%

F = 64.4% or less

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:

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)

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.

-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 (CC-D) and a Presentation/ Discussion on Ethics and Professionalism in Medicine, Communication Skills in Medicine or Socioeconomic Issues in Medicine (EPCSM-D) 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 CC-D's and EPCSM-D's each week. Groups A and B are further subdivided into smaller groups of approx. 7-10 persons. (A1, B2 etc.) Group placements will be posted on SAKAI.

WEEKLY SCHEDULE:

Week	**Topics/Presentations CC-Ds/EPCSM-Ds**	**Assignments**
Week 1 Jan 21	Introduction to the course Ethical Theories and Principles/ Professionalism in Medicine	Research Ethics and Professionalism
Weeks 2/3 Jan 28/Feb 4	CC #1: Hypovolemic Shock Ethics and Professionalism in Medicine	Research Hypovolemic Shock Paper – Ethics and professionalism in Medicine
Week 4 Feb 11	NO CLASS, PCLN EXAMS	
Weeks 5/6 Feb 18/25	CC#2: Raised Intracranial Pressure Communication Skills in Medicine	Research Raised Intracranial Pressure
***Weeks 7/9** March 4/18	CC#3: Congestive Cardiac Failure	Research Congestive Cardiac Failure

***Weeks separated by Midterm**	Communication Skills in Medicine (Special patient populations)	Paper – Communication Skills in Medicine
Week 8 March 11	MIDTERM	
Weeks 10/11 March 25/April 1	CC#4: Chronic Obstructive Airways Disease Socioeconomic Issues in Medicine	Research Chronic Obstructive Airways Disease
Week 12 April 8	NO CLASS, PCLN EXAMS	
Week 13 April 15	NO CLASS, PUBLIC HOLIDAY	
Week 14/15 April 22/29	CC#5: Diabetes Mellitus Socioeconomic Issues in Medicine (Special patient populations)	Research Diabetes Mellitus Paper – Socioeconomic Issues in Medicine
Week 16 May 4	NO CLASS, FINAL EXAMS	Final due date for Assignments

Master Syllabus
School of Arts and Sciences Master Syllabi

Collaboration and Teaming

Course
SPED 401
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Queen Annie Gill

Course Director Name: Queen Annie Gill

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

Course Director Contact Information: agill@sgu.edu

Course Lecturer(s) Office Hours: By Appointment

Course Director Office Hours: By Appointment

Course Lecturer(s) Office Location: Ballsier Building Upper Floor

Course Director Office Location: Ballsier Building Upper Floor

Course Support: Nichole Phillip, nphilli@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 will impart collaborative skills for the success of all students, but especially for those with special needs. It will challenge students to work as effective laisons between general and special

education teachers, parents, para-educators, and other educational professionals and agencies. This course seeks to introduce students to the various stakeholders involved in special education. It addresses ways of communicating effectively and respectfully with these various constituencies in the interest of students with special needs. It will emphasize a team approach in planning and implementing Individualized Education Programs (IEPs) to empower the students in their care, to reach their fullest potential. Finally, it will prepare students for their role as knowledge experts, consultants and advocates for the integration of individuals with special needs into institutions of higher education and the world of work.

Course Objectives:

1. The course seeks to foster a nurturing and positive attitude towards all students regardless of their special needs, within a mainstream classroom.
2. By honing their collaborative skills, students will be able to support effective and meaningful learning for all of their students.
3. Students of this course will be empowered to be change agents and advocates for facilitating the valuable contributions of all of their students; in various spheres of life: economic, social, cultural.

Student Learning Outcomes:

On completion of this course students should be able to:

1. Examine inclusive education as a process that engages issues of differences across ability, race, culture, age and socio-economic status.
2. Identify the laws, policies and regulations that govern educational provisions for students with special needs.
3. Apply collaborative skills in working with various constituents in facilitating the effective, practical and meaningful learning experiences for students with special needs both within the classroom and in the wider society.
4. Plan effectively and implement scientifically based instructional techniques and strategies , to facilitate opportunities for student success in their classes.

Program Outcomes Met By This Course:

1. Critically analyse global and regional issues.
2. Develop quantitative literacy skills and confidence using numeric data.
3. Effectively communication of information by extracting and constructing meanings through analysis and critical thinking.

Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Friend, M. & Cook, L. (2017). Interactions: Collaboration Skills for School Professionals (8th ed.) Boston: Allyn and Bacon

Supplementary Readings/Resources:

1. Overton, S. Collaborating with Families: A Case Study Approach
2. Rimm B. et. al. Education of the Gifted and Talented
3. Raymond, B. Eileen Learners with Mild Disabilities: A Characteristics Approach

Course Grading Requirement:

- Class activities - 15%
- Case Study Analysis - 20%
- Response Papers - 20%
- Group Assignment and Presentation - 45%

Course Schedule:

- Wk. 1 - 18th & 20th January - Introduction to Course: Why Collaboration and teaming. Identify local and regional stakeholders.
- Wk2. - 25th & 27th January – Foundations and Perspectives and Interpersonal communication (chs. 1 &2)
- Wk. 3 – 1st & 3rd February – Listening, responding and giving feedback. (ch.3) Class activity 1
- Wk. 4 – 8th & 19th February - Integrating Skills in formal and informal interviews. (ch.4)
- Wk. 5 – 15th & 17th February - Group Problem Solving and Teams (ch.5 & 6) Class activity 2
- Wk 6 - 22nd & 24th February – Co-teaching (ch. 7)
- Wk .7 – 1st & 3rd March – Consultation, Coaching and Mentoring (ch. 8) - Response Paper 1
- Wk.8 – 8th & 10th March – Mid terms / No exams
- Wk. 9 - 15th & 17th March – Difficult Interactions (ch.9)
- Wk. 10 – 22nd & 24th March – Paraeducators (ch. 10) – Class activity 3
- Wk. 11 - 29th & 31st March – Families (ch. 11)
- Wk.12 – 5th & 7th April – Group meeting withinstructor
- Wk. 13 – 12th & 14th April – Special Considerations (ch. 12) – Response Paper 2
- Wk. 14 – 19th 21st April – Group Presentations
- Wk. 15 – 26th & 28th April – Group Presentations
- Wk. 16 - Final Week / No exam

Master Syllabus
School of Arts and Sciences Master Syllabi

College English I

Course
ENGL 107
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. Roslyn Douglas

Course Director Name: Mr. Asher Mains

Course Lecturer(s) Contact Information: rdougla1@sgu.edu

Course Director Contact Information: amains@sgu.edu

Course Lecturer(s) Office Hours: Monday, Wednesday & Friday: 1:30 pm to 3:30 Tuesday, Thursday: 12:30 pm – 2:30 pm

Course Director Office Hours: Tuesday, Thursday: 10:00 am – 11:30 am & 1:00 pm – 2:30 pm and Wednesday: 10:00 am – 2:00 pm

Course Lecturer(s) Office Location: Ballsier Building, G Block

Course Director Office Location: Ballsier Building, G Block

Course Support: Nichole Phillip, nphilli2@sgu.edu. Ext. 3823 or. 3692Email: 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

IMPORTANT NOTATION

Students have been designated either face - to- face or online status, based on the survey they completed. Please note that students must therefore maintain their respective designations and not be allowed to switch, without the permission of the Dean of Students (DOS) Office.

Course Curriculum Information

Course Description:

At the end of this course, students will be familiar with the skills of academic reading, writing and critical thinking that will prepare them for more advanced college work. This course aims to train students to write clearly and intelligently, and think critically within their various program disciplines, with an overall goal of improving students' academic, professional and personal writing.

Course Objectives:

1. Gain skills of academic reading, writing and critical thinking
2. To write clearly and intelligently in various program disciplines
3. Improve academic, professional and personal writing

Student Learning Outcomes:

1. Develop the necessary skills required for college level writing
2. Use relevant information from various conventional and electronic sources
3. Improve the reading effectiveness of students academically, professionally and personally
4. Sharpen ability to think clearly, logically, critically and effectively through reading.

Program Outcomes Met By This Course:

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Readings and other resources will be made available online.

Course Grading Requirement:

Assignment #1(Diagnostic Test)	5%
Assignment 2 (MI/Learning Styles)	5%
Essay Drafts	8%
Quizzes	12%
Midterm Exam	15%
Short Talk	10%
Final Exam	20%
Writing E-Folder	15%
3-Minute Presentation	5%
Attendance and Participation	5%
TOTAL	**100%**

Course Requirements:

Placement test or Foundation course.

DAILY SCHEDULE

Lectures & Assignments: The following schedule may be adjusted as needed.

Week	Topic	Assignment
1	• Introductions/Course Overview. Learning Styles/Multiple Intelligences • Review: Alternative Means of Reading – Skimming & Scanning; Flexibility, Writing Mechanics, Efficiency, Using English Effectively: Grammar Review/ Sentences • Introduction to the Student Writing Samples e-Folder and Short Talk • Introduction to Assignment #1	Assignment #1 Diagnostic Test Due: Jan. 20 (Mandatory)
2	• Avoiding Plagiarism and citing sources incorrectly (APA Formatting). • Quoting, Paraphrasing, Summarizing. • Learning & Retention Strategies, Techniques for Learning Textbook Material, Note-taking; Dealing with Internet Information.	Quiz #1 (Weeks 1 & 2 Content) Due. Thurs. February 3
3	**Mastery of Paragraph:** • Thesis Statement • Introduction, Body and Conclusion • Main ideas & paragraph structure Patterns – relationships between ideas; • Writing paragraphs (Reflection)	**Assignment #2** **Released (MI/Learning Styles) Due. Tues. Feb. 8**

	• Using English Effectively: Subject/Verb Agreement Review • Punctuation Review: commas, semicolons, colons **Review of Essay Types:** • Expository • Narrative • Descriptive • Persuasive/Argument (e-Folder) • Compare & Contrast (e-Folder) • Cause & Effect (e-Folder)	
4	**Discussion:** • Paragraph Assignment Strengths & Weaknesses **The Essay: Compare & Contrast** **(Expository)** • Writing process • Structure of C&C Essay • Creating an essay outline • Developing thesis statement; introduction and conclusion	First Draft C&C Essay **Due first day of Week 5 (Mandatory)** **Due. Tue. Feb 15**
5	**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 **Introduction to the Short Talk:** -Cultural Practice -Short Story Analysis -Other instructor-approved topic	**Persuasive Essay** **Due first day of Week 6 (Mandatory) Tues. Feb. 22**
6	**The Essay: Compare & Contrast; Cause & Effect** • Structure of an Essay (C&C vs. C&E) • Developing thesis statements; introductions and conclusions **Discussion of e-Folder** • Persuasive/Argument (e-Folder) • Compare & Contrast (e-Folder) • Cause & Effect (e-Folder) • *Approval of Short Talk Topics*	**Cause & Effect Essay** **Due first day of Week 7 (Mandatory) Tues. March 22**
7	**Essay Feedback** • Drafts **Review:** • Mid-term Exams • Mock	
8	**Mid-term Exams**	
9	**Short Talk Preparation/Discussion**	
10	**Short Talk Presentations**	
11	**Figurative Language and Tone** (213 Prep)	Quiz 2 March 31
12	Grammar Review and Vocabulary Using English Effectively: Faulty parallelism/ Dangling modifiers Presentation Tips	Quiz #3 April 7

13	3-minute presentation summarizing e-Folder Topics as it relates to discipline. Peer Feedback	Assignment 3 (Presentation) Tues. April 12 & Thurs. April 14 Assignment 4 Submission of E-Folder (Early submissions encouraged)
14	3-minute presentation summarizing e-Folder Topics as it relates to discipline. Peer Feedback	Assignment 3 (Presentation) Tues. April 19 & Thurs. April 21 Assignment 4 Submission of E-Folder Final Due Date Thurs. April 21
15	**Review** **Mock Exam**	
16	**Final Exams**	

***The Lecturer will offer Drills and Bonus Point Opportunities.

Master Syllabus
School of Arts and Sciences Master Syllabi

College English II

Course
ENGL 213
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Mr. Asher Mains

Course Director Name: Mr. Asher Mains

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

Course Director Contact Information: amains@sgu.edu

Course Lecturer(s) Office Hours: by appointment

Course Director Office Hours: Tuesday, Thursday: 10:00am – 11:30 & 1:00pm – 2:30pm Wednesday: 10:00am – 2:00pm

Course Lecturer(s) Office Location: Balisier Building 1st Floor

Course Director Office Location: Balisier Building 1st Floor

Course Support: Ms. Nikisha Thomas, nsthomas@sgu.edu, ext. 3692

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

Course Curriculum Information
Course Description:

This course aims to train students to think critically and write clearly and intelligently in their various program disciplines. At the end of the course, students should be able to express themselves effectively in a variety of writing forms for academic, professional and personal purposes.

Course Objectives:

CLO 1: Demonstrate a foundational understanding of the mechanics of writing. CLO 2: Employ strategies to critically read and analyse challenging texts.

CLO 3: Develop research writing skills specific to students' academic disciplines.

CLO 4: Apply knowledge of research proposal, literature review, and annotated bibliography as preparatory phases towards a complete research paper.

CLO 5: Demonstrate ability to synthesize critical thought, good research skills, and good mechanics of writing in a research proposal.

Student Learning Outcomes:

SLO 1: Demonstrate critical reading and thinking skills through writing assignments.

SLO 2: Cite work correctly by summarizing, paraphrasing, and quoting.

SLO 3: Identify errors in reasoning through cognitive biases, logical fallacies, critique of logical reasoning.

SLO 4: Analyze and evaluate a variety of texts including speeches, artwork, and sources for research.

SLO 5: Demonstrate ability to conduct research and form a research question, literature review, methodology and annotated bibliography.

Program Outcomes Met By This Course:

PO. 1: Critically analyze social, cultural, and environmental issues as an individual as well as from a global perspective.

PO.3: Effectively and accurately consume and produce information orally, written, and visually to extract and construct meaning through creativity, analysis, and critical thinking.

PO.5: Examine the human experience through culture, perspective-taking, and tolerance towards becoming an empathic citizen of the world.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Readings will be made available online

Course Grading Requirement:

Attendance and Participation: 10%

Assignments:	30%
Research Project:	30%
Final Exam:	20%
Class Presentations:	10%
TOTAL	**100%**

Assignment Details:

Assignment #1 – Informal response to letter from professor • Demonstrate thoughtful engagement with the text as if replying to a letter.

Assignment #2 – Critical response to news article • Develop a thesis statement and support it with evidence from the text.

- Use critical thinking to acknowledge different perspectives.
- Demonstrate good organization with the 5 paragraph essay.

Assignment #3 – Develop and justify a research question

- Explain and justify interest in a research topic.
- Design a focused, complex research question.
- Begin using library skills to do surface level research in order to edit the research question.

Assignment #4 – Persuasive essay

- Identify a problem and propose realistic solutions to address it.
- Appeal to your audience in terms of ethos, logos, and pathos.
- Use rhetorical devices to persuade your audience to action.

Assignment #5 – Textual analysis

- Analyze, interpret, and evaluate one of the “texts” provided; visual text, poetry, or quote.
- Identify literary devices and explain their effect.

Assignment #6 – Rhetorical analysis – Presentation • Identify rhetorical devices, appeals, biases, and fallacies in a speech.

- Demonstrate good oral and visual presentation skills.
- Collaborate with classmates in analysis and presentation.

Assignment #7 – Response to literature • Summarize a chapter of a book provided for you.

- 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 Schedule:

Week	Topic	Assignment Given	Assignment Due
1	Introductions/Course Overview; Writing Review; Comprehension pointers; Vocabulary	*#1 Response to Writing Prompt*	
2	Review: Avoiding plagiarism; Summarizing & Paraphrasing; Citing and Using Sources correctly; Using English Effectively: Common writing errors and vocabulary	*#2 Critical response to news article*	**#1 Response to Writing Prompt**
3	Evaluating & Analyzing Arguments/Reasoning; Types of reasoning; Errors in logical	*#3 Develop a research question*	**#2 Critical response to news articl**
4	Persuasive writing: elements of persuasion	*#4 Persuasive Essay*	
5	Evaluating the quality and completenessof evidence; Identifying & evaluating inferences and assumptions	*Class Presentation Group & topic selection*	**#3 Develop a research question**
6	Recognizing bias, Textual Analysis	*#5 Textual Analysis*	
7	Analytical Essay	*#6 Preparation for video presentation on research topic*	**#4 Persuasive Essay**
8	Midterm Week		Short video presentation on Research topic
9	Research Writing: Journal articles and research projects; Finding & Evaluating Sources; Using Sources effectively.		**#6 Rhetorical Analysis**
10	Speech Presentations		**#5 Textual Analysis**
11	Annotated Bibliography; Research Writing: Literature Reviews	#7 Response to Literature	
12	Annotated Bibliography & Literature Reviews	*Assignment #8 Research Proposal & Annotated Bibliography*	**#7 Response to Literature**
13	Feedback on Research Project Literature Review & Annotated Bibliography		
14	Feedback on Research Project Literature Review & Annotated Bibliography		#8 Research Preparation; Annotated Bibliography, Literature Review, Methodology
15	Final Review		
16	Final Exam Week		

Assignments with due dates:

- **Week 2:** Response to Letter Essay
- **Week 3: Assignment #1:** Personal Response to Article Essay
- **Week 5: Assignment #2:** Research Topic
- **Week 7: Assignment #3:** Persuasive Proposal
- **Week 8:** Short video presentation on research topic
- **Week 10: Assignment #4:** Analytical Essay
- **Week 10:** Group Presentations analyzing speeches
- **Week 12: Assignment #5:** Literary Analysis
- **Week 14: Assignment # 6:** Research Project and Annotated Bibliography **Week 16:** Video Presentation on Research Topic

Master Syllabus
School of Arts and Sciences Master Syllabi

College Mathematics

Course
MATH 120
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Sally-Ann Clement

Course Director Name: Dr. Senthilkumar Somasundaram

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

Course Director Contact Information: ssomasun@sgu.edu

Course Lecturer(s) Office Hours: Every Wednesday at 7pm & by appointment request

Course Lecturer(s) Office Location: Founders Library East Wing

Course Director Office Location: Department Of Computers and Technology

Course Support: Mary Celestine, mcelesti@sgu.edu, Ext. 3601

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

Course Curriculum Information
Course Description:

This course is designed for Arts and Sciences majors and it provides a working knowledge of collegelevel mathematics and its applications. The following topics will be covered in this course: Computation, Measurement, Algebra, Relations, Functions and Graphs, Geometry and Trigonometry, Matrices and Vectors.

Course Objectives:

This course aims to help students develop and demonstrate problem solving strategies using mathematical concepts and to communicate mathematical ideas orally and in writing.

Student Learning Outcomes:

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

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 = 64.4% or less

Course Materials:

*Text:*Thinking Mathematically, 5th Edition, Robert Blitzer, Miami-Dade College, Pearson Prentice Hall.

Supplementary Readings/Resources:

Course Grading Requirement:

- Midterm exam: 25%
- Final exam: 25%
- Assignments: 10%
- Pop-up Quizzes: 15%
- In Class Quizzes: 20%
- Class participation and attendance: 5%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others; - listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week 1 –

- **Course syllabus and Review Review:**
- **Factors, Multiple, Prime Numbers, Prime Factorization, Integers,**
- **Computation: Order Of Arithmetic Operations, BOMDAS/BODMAS Rational and Irrational numbers (Surds)**

Week 2

- **Irrational numbers (Surds)**
- **Arithmetic Progression**

Week 3

- **Arithmetic Progression, Geometric Progression**

Week 4

- **Linear Equations: Calculate the gradient, x and y Intercepts of Linear Equations.**
- **Sketch Linear Equations Using Intercepts of the Linear Equations**
- **Applications of Linear Equations, Ratio, Proportion & Variation**

Week 5

- **Relations, Functions and Graphs**
- **Solve Inequalities (One Variable)**
- **Take Home 1 (Tuesday)**

Week 6

- **Return Take Home 1 (Tuesday)**
- **Factorize Quadratic Trinomials,**
- **Solve Quadratic Equations (Use of Quadratic Formula) Simplify functions, Find the inverse of a function.**
- **In- Class Quiz 1 (Thursday)**

Week 7 –

- **Return In-Class Quiz 1 (Tuesday)**
- **Midterm Review**

Week 8 –

- **- Midterm Examination**

Week 9 – 11 (Matrices)

Week 9

- **Matrix Algebra**
- **Add, Subtract and Multiply Matrices**

Week 10

- **Inverse of a 2x2 matrix,**
- **Solve Linear Systems of second order (Matrix Method) Calculate the Determinant of a 3x3 Matrix**
- **Solve Linear Systems of third order (Cramer's Rule)**

Week 11

- **Solve Linear Systems of third order:Reduce Row Echelon Method**
- **Determine the inverse of a 3x3 Matrix**
- **Solve Linear Systems of third order by Matrix Method**

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**

Master Syllabus
School of Arts and Sciences Master Syllabi

Communication for the Health Professions I

Course
PCLN 302
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
**Note that the course syllabus is subject to change throughout the term, but students will be notified of any significant changes.*

Teaching Team and Contact Information

Marie Benjamin **(Course Director)** mbenjam2@sgu.edu 444-4175, ext. 3892 mariebenjamin.youcanbook.me	**Deborah Weinheimer** dweinhei@sgu.edu 444-4175, ext. 3161 dweinheimer.youcanbook.me	**Zoë Hagley** zhagley@sgu.edu 444-4175, ext. 3307 zoehagley.youcanbook.me	**Dorcina Noel** dnoel7@sgu.edu 444-4175, ext. 3278 dorcinanoel.youcanbook.me

Office Location:	Department of Educational Services (DES), Top floor
Office Hours:	By appointment via youcanbook.me (instructions on pg. 3)
Class Location:	Dual delivery on **Zoom (online)** and **Science Hall (on-campus).** ***Classes will**

be held on Zoom for the first couple of weeks, for both online and in-person students, until Science Hall becomes available for in-person sessions.

Class Schedule

Synchronous Lessons: Mondays, 10:30 AM – 11:45 AM AST & Fridays, 10 AM- 11:15 AM AST **Asynchronous Lessons:** Posted weekly after synchronous lessons

Course Description

This course is designed to help students develop skills in critical thinking, problem solving, argumentative writing, and professional communication. It builds on the principles acquired in CHP 1 by requiring students to apply evaluative research skills to analyze and formulate strong, original arguments. Through a variety of learning activities, students will sharpen their analytical skills and hone their ideas to present informed, reasoned opinions in verbal and written forms. This course will not only prepare students for communication in their university coursework, but also in their professional careers and the English component (20%) of the PM/VSCE; students must attain a passing grade in the written portion of the PM/VSCE to enter med/vet school.

Framework

The **One Health One Medicine** framework, which is an integration of multiple disciplines under health, is a central part of this course. As a result, assignments and in-class activities will make practical applications to human, animal, and environmental health.

Learning Outcomes

By the end of this course, students will

- Develop strategies for critical thinking, reading, and writing
- Analyze empirical One Health arguments
- Formulate sound empirical arguments to support a position
- Develop professional communication skills
- Produce clear, concise academic writing
- Utilize feedback from instructors and peers
- Provide constructive feedback on colleagues' work

Prerequisite Skills

Students should be familiar with the following aims of CHP 1

- demonstrate professionalism in written, oral, listening and non-verbal communication
- use correct punctuation to produce clear, concise writing
- summarize and paraphrase content
- locate appropriate research articles using library databases and the Internet
- evaluate evidence used to support arguments or positions
- integrate and synthesize information from different sources
- make and support an argument
- utilize and give feedback
- document sources appropriately in the APA 7th Edition style

Required Texts and Materials

All necessary materials will be available on Sakai. Since the entire course will be accessed virtually, it is important that you have a working computer and internet access. Please note that CHP 2 will be

building on skills from CHP 1; therefore, content and skills learned in CHP 1 will not be reviewed in depth. Instead, students are expected to review foundational materials they deem necessary to support their learning in CHP 2.

Methods of Instruction

CHP 2 is a **student-centered** course**.** Though some lecturing is included, the main methods of instruction are self-directed learning activities, classroom discussions, reading and writing exercises, collaborative learning, videos, and research. Your instructors are dedicated to your success and will provide you with all the support needed to finish strong. However, the course aims to prepare you for critical thinking and communication **beyond the classroom;** therefore, you are expected to take ownership and practice ongoing independent learning. As a result, to succeed in this course, **students must complete work outside of class**.

The course follows a hybrid, dual-delivery format in which classes are directed online and in-person, simultaneously. Each week will consist of 3 main components:

1. **Synchronous Session:** These are the main sessions each week. Students will meet with the course instructors on Zoom and at the physical SGU location to engage in the learning activities for that week.
2. **Asynchronous Lessons:** The asynchronous lessons will supplement the content from the main sessions each week. These lessons are typically released after class on *Sakai > Lessons* tab and completed independently. The lessons often consist of PowerPoints, videos, and other resources that must be reviewed to complete the associated **weekly assignments (WAs)**.

o **A note on Panopto:** *Some asynchronous lessons include Panopto videos that students must watch* ***entirely*** *to receive the associated points. Note that Panopto records student viewership accurately and actions like skipping parts or listening on higher speeds will affect those records and ultimately reduce scores. Therefore, we suggest that students carefully devote time to watching videos in their entirety*.

Grade Breakdown

% Grade	Assessment
20%	Attendance & Professionalism
30%	Asynchronous Lessons and Weekly Assignments (WAs)
20%	Analysis Paper (AP) • AP Outline (10%) • AP Conference (15%) • AP Draft 1 (25%) • AP Final (50%)
30%	Proposal Paper (PP) • PP Outline (10%) • PP Conference (15%) • PP Draft 1 (25%) • PP Final (50%)

For more information on the major assignments, see "Assignment Guidelines" in "Resources" on Sakai. Materials for each assignment will be posted throughout the term, as they become necessary for you to review.

Course Schedule

See the Course Schedule in Sakai Resources for assignment due dates. We have provided an electronic copy that is subject to change throughout the term, but we will inform you if there are any critical changes. It is your responsibility to be aware of the weekly assignments and due dates.

Course Guidelines and Accountability

Communication

- *Office hours:* The teaching team is here to help you. All appointments will be conducted via Zoom during the work week. Appointments can be made by checking the availability of the cohort leader you'd like to see on youcanbook.me (see contact information on page 1). We strongly encourage you to make use of office hours for individual assistance. If there is no suitable time available online, email your cohort leader for other arrangements. Students who prefer to meet with a cohort leader in-person should inform us ahead of time so that the necessary safety protocols can be arranged. This can be indicated in the youcanbook.me notes section.
- *Email:* Emails must be professionally formatted, include professional language, and an informative subject line. You are not guaranteed a response to emails sent over the weekend or outside of working hours until the next business day; therefore, we encourage you to send emails when the instructors are most available (during the work week). Emails without an informative subject line will be regarded as spam and will not be opened for security reasons. SGU email is the official email communication tool for this course and the university. Please send all correspondence through your SGU email.

Assignments

- *Assignment Guidelines:* Please read all assignment guidelines carefully before submitting. A specific set of guidelines are provided for each major assignment and weekly assignment. Failure to follow instructions in this course will seriously affect your grade. Note that there are **two major writing assignments** (the Analysis Paper and the Proposal Paper). Because writing is a process, these assignments are designed so that students submit smaller pieces of each assignment, receive feedback, then revise and submit again.
- *Submitting Assignments:* Because this course focuses on more advanced thinking and writing ideas, you will be responsible for ensuring your document is edited for grammatical errors. Therefore, your drafts for major assignments must first be submitted to Grammarly, an online editing tool which will suggest grammatical edits to your document. ***Ensure you submit your document to Grammarly way before the deadline to allow ample time for making necessary edits to your work.*** *You will submit your edited version and a copy of the suggested edits from Grammarly (you can download that document from the site).* ***It is also your responsibility to account for slow upload times (give yourself at least 10 minutes before the deadline to upload) and to ensure that your assignments have correctly uploaded (confirmation email).***
- *File naming conventions:* All electronic versions of work submitted for grading must have informative names. Every file name should have the following components: Sakai Username of full name, assignment name (may be abbreviated), and if applicable, a draft number. For example, if Jill were a student submitting the first draft of the Proposal Paper, she could name it Jill Paterson_PP_D1 or jpaterso_PP_D2
- *Assignment feedback:* Your cohort leader will provide feedback on the electronic version of your work and an electronic version of the rubric. These will be returned via Sakai. It is your responsibility to ensure that you have the proper technology to view feedback.
- *Deadlines and Late Submissions:* All tasks and assignments to be submitted for grading will have specific deadlines. Check the assignment guidelines for details. All work must be submitted on or before the stated deadline. Late submissions **will be penalized 10% per day up to 5 days**, after which a zero will be given. In extenuating circumstances, it may be possible to arrange an extension on a deadline, so email your cohort leader to arrange this **before the deadline**.
- *PM/VSCE Essay Practices:* Throughout the term, students will get the opportunity to complete practice exams resembling the written portion of the PM/VSCE. The exam comprises 2 essays, an analysis question and a proposal question, so you will be required to complete 2 practices for each question. These practices are graded on effort, but we encourage you to devote quality time when completing these essays. Your instructors will be available to meet with you about your submissions to discuss your performance, progress, and concerns.

Attendance and Professionalism

- *Attendance and Tardiness:* Attendance is **mandatory** and will be recorded. Students are considered late if they arrive after the start time, whether online or in person, and **absent if they arrive 10 mins** late. We understand, however, that many factors could affect your attendance and/or ability to arrive on time to class, so you may miss or arrive late for up to 2 classes over the term without being penalized.
- *Missing Class:* If you miss class, it is your responsibility to find out what was missed from peers and review the materials from Sakai to practice the in-class tasks independently. Should you have questions about the class after reviewing the materials, please contact your cohort leader.
- *Classroom Etiquette:* Both virtual and in-person students will be expected to maintain appropriate classroom etiquette, such as active engagement, politeness, and participation. For students joining on Zoom, you must turn on your video cameras on during class and assume an upright frame in the camera—the same way we would see your faces if this were an on-campus classroom. Feel free to use one of the Zoom backgrounds if you'd prefer to keep your actual background private, and if you are unable to turn on your camera due to extenuating circumstances, please email one of the course instructors to let us know. Being able to see classmates makes it easier to engage with one another and build a sense of community. Students in person are also required to maintain a professional demeanour during class sessions by directing their attention to the presenter and avoiding unproductive classroom chatter. All these practices are considered professional behavior, so failure adhere to them will affect your overall attendance and professionalism grade in the course.
- *Professionalism and Participation:* In addition to the practices outlined above, students are expected to engage in professional communication during class and maintain focus on assigned activities. Each live session will comprise a short lecture and in-class tasks. This is where you get a chance to apply the concepts you've learned and practice your communication skills. Students start the term with full points for professionalism and participation; however, if there is evidence of unprofessional behavior and lack of engagement in classroom activities, points will be deducted from the attendance and professionalism component of your course grade. Please note that in-class group activities require **teamwork.** Each activity requires you to not only sharpen your collaborative skills, but also share tasks with team members to ensure they are completed on time. It is unlikely that one person can complete the in-class tasks in the allotted time. Therefore, is it crucial for students to split tasks accordingly for timely completion (divide and conquer!).
- *Electronic devices:* It is unprofessional to use technology inappropriately during class. This means that during class, students should avoid sending messages or personal emails, using social media sites, shopping online, etc. If it is apparent that you are distracted from class activities, points will be deducted from your participation grade.
- *Queries regarding grades:* If you have questions regarding a grade, you must contact your cohort leader or the course director within seven calendar days of the grade being posted on Sakai. This is true not only for your overall course grade but also for grades in individual categories like quizzes and assignments. Once final grades are released, they will not be adjusted. We carefully grade each student submission, and your final grade reflects your performance in the course.
- *Plagiarism:* Plagiarism will not be tolerated. SGU takes a firm stance against plagiarism. Excerpted from the Student Manual, pg. 23 states:

The Oxford Concise Dictionary, 9 ed., (1995: 1043) defines plagiarism as 'the act or instance of plagiarizing, something plagiarized.' The dictionary then defines plagiarize as 'take and use (the thoughts, writings, inventions, and so forth) of another person as one's own; pass off the thoughts, and so forth of (another person) as one's own.' Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.

The decision as to whether any or all of a student's work has been plagiarized will be made by the student's cohort leader. If plagiarized work is submitted in a draft, points will be deducted, and your cohort leader will talk to you about plagiarism. If the final draft is plagiarized, more severe penalties will be imposed, and a report may be made to the PCLN or DOS office. In the case of assignments with multiple drafts, each draft will be treated as a separate entity. Thus, the student who plagiarizes draft 1

may receive a zero on that assignment but will have an opportunity to receive full credit on draft 2, assuming that the plagiarism issue has been addressed. If the final draft is plagiarized, the assignment will receive a zero as a final grade.

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Please review the Spring 2022 Course Schedule here.

Master Syllabus
School of Arts and Sciences Master Syllabi

Communications for the Health Professions II

Course
PCLN 303
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
**Note that the course syllabus is subject to change throughout the term, but students will be notified of any significant changes.*

Teaching Team and Contact Information

Marie Benjamin **(Course Director)** mbenjam2@sgu.edu 444-4175, ext. 3892 mariebenjamin.youcanbook.me	**Deborah Weinheimer** dweinhei@sgu.edu 444-4175, ext. 3161 dweinheimer.youcanbook.me	**Zoë Hagley** zhagley@sgu.edu 444-4175, ext. 3307 zoehagley.youcanbook.me	**Dorcina Noel** dnoel7@sgu.edu 444-4175, ext. 3278 dorcinanoel.youcanbook.me

Office Location:	Department of Educational Services (DES), Top floor
Office Hours:	By appointment via youcanbook.me (instructions on pg. 3)
Class Location:	Dual delivery on **Zoom (online)** and **Science Hall (on-campus).** ***Classes will be held on Zoom for the first couple of weeks, for both online and in-person students, until Science Hall becomes available for in-person sessions.***

Class Schedule

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Please review the Spring 2022 Course Schedule here.

Master Syllabus
School of Arts and Sciences Master Syllabi

Community Health

Course
COMH 201
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dianne Roberts

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

Course Lecturer(s) Office Hours: Schedule appointments via email

Course Lecturer(s) Office Location: Online

Course Support: Nichole Phillip, nphilli2@sgu.edu, 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:

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 aim of identifying strategies for preserving and protecting the health of the community.

Course Objectives:

- Ability to think critically about community health issues and how they affect all persons.
- Gain a well diverse knowledge about public health problems that occur at a community level.
- Expand one's understanding of communities (local, national, regional, or international), how they are established, key stakeholders, and at-risk populations within the community.
- Work within small groups to facilitate active discussions with peers and learn from each other.
- Challenge the norms and biases that they were/are exposed to whether that is through the media, personal experiences, or their own community.

- Engage in field work in order to gain further experience in community health, using the context of Grenada.

Student Learning Outcomes:

- To be able to articulate the differences between public, community and individual health.
- To understand how history influenced public health practices today.
- To explore the epidemiological foundations that provide validity to the science of public and community health.
- To identify behavioural, developmental, social and ecological conditions which affect the health of communities.
- To identify and assess conditions in the environment which influence the health and wellbeing of individuals and communities.
- To increase students' skills in conducting a community assessment.

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 = 64.4% 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 Lecturer

Course Grading Requirement:

- Attendance and active participation: 10%
- Group presentation: 20%
- Quiz: 20%
- Mid-Term exam: 20%
- Final assignment: 30%

Course Requirements:

1. Attend all classes.
2. Be punctual.
3. Complete all assignments and submit on time.
4. Participate in class discussions.

Course Schedule:

Tentative Course Schedule

Week	Topic	Reading
1	• Course Introductions: Welcome and expectations • Community & Public Health: Yesterday, today and tomorrow – Key definitions (January 18th & 20th, 2022)	Chapter 1
2	• Community & Public Health: Yesterday, today and tomorrow – Key definitions and factors that affect community health (cont'd) • History of community and public health (January 25th & 27th, 2022)	Chapter 1
3	• Epidemiology: The Study of Disease, Injury & Death in the Community (February 1st & 3rd, 2022)	Chapter 3
4	• Epidemiology: The Study of Disease, Injury & Death in the Community • **Quiz 1** (February 8th & 10th, 2022)	Chapter 3
5	• Prevention & Control of Disease & Health Conditions (February 15th & 17th, 2022)	Chapter 4
6	• Prevention & Control of Disease & Health Conditions • Group 1 presentation – Assignment 1 (February 22nd & 24th, 2022)	Chapter 4
7	• Groups 2 and 3 presentations – Assignment 1 (March 1st & 3rd, 2022)	Students identified resources
8	MID TERM EXAMS WEEK (Week of March 7th – 11th, 2022)	Midterm Exam
9	• Introduction to Community Organizing & Health Promotion Programming (March 15th & 17th, 2022)	Chapter 5
10	• Introduction to community organizing & Health Promotion Programming (March 22nd & 24th, 2022)	Chapter 5
11	• The School Health Program: A Component of Community Health • Guest speaker (March 29th & 31st, 2022)	Chapter 6
12	• **Quiz 2** • Community Health & the Environment (April 5th & 7th, 2022)	Chapter 14
13	• Community Health & the Environment (April 12th & 14th, 2022)	Chapter 14
14	• Alcohol, Tobacco & Other Drugs: A Community Concern (April 19th & 21st, 2022)	Chapter 12
15	• Alcohol, Tobacco & Other Drugs: A Community Concern (April 26th & 28th, 2022)	Chapter 12 **Assignment 2 Due**
16	FINAL EXAM WEEK (Week of May 2nd – 9th, 2022)	No Final Exam for this course

Master Syllabus
School of Arts and Sciences Master Syllabi

Community Service

Course
GENL 302
Semester
Spring

Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director Name: Wendy Crawford-Daniel

Course Lecturer Name(s): Dionne Gittens

Course Director Contact Information: wcrawford@sgu.edu

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

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

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

Course Curriculum Information
Course Description:

Community service is intended to help with the orientation of the student in the community, and the application of some of the educational and life skills learnt by the student to a particular community setting. It also provides an opportunity for the student, whether as an individual or member of a group, to develop leadership skills, initiative and a sense of individual and collective responsibility. Of paramount importance is helping the student to appreciate his/her place in the community, and fostering a spirit of giving to the community in which the student is pursuing his or her formal education.

Course Objectives:

- To introduce students to the concept of volunteerism
- To assist students in developing skills that will help them to become future community leader
- To help the students in developing a sense of social responsibility

Student Learning Outcomes:

- To acquire a Culture of Volunteerism
- To acquire practical work experiences
- To acquire leadership skills

Program Outcomes Met By This Course:

To acquire service learning methods and skills

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

The student is required to offer a minimum of 30 hours of service in GENL 302 or/and GENL 303

(GENL 303 is optional). Service **must** be done over one semester.

Text: n/a

Supplementary Readings/Resources: n/a

Course Requirements and Percent of Grade:

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:

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/2022	Prepared reading plan for preschool	2 hours	J. Doe

Grade Scheme

- Proposal: 10%
- Supervisor's Evaluation of student's performance: 40%

Students Reports (includes):

- Students' written Mid-Term report : 10%
- Students' Final Report, with photos and other materials can also be submitted that will demonstrate your work): 20%
- Accurate and completed time-log with hours and activities signed by supervisor must be handed in: 20%

Duration:

The student is required to offer a minimum of 30 hours of service in GENL 302. Service **MUST** be done over one semester.

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School of Arts and Sciences Master Syllabi

Computer and Information Systems

Course
COMP 202
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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:** N/A

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

Course Curriculum Information
Course Description:

This course 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
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 (2022). Technology in Action, Compete. Pearson, 17th Edition.**

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
12	Quiz 2
13	
14	
15	Project expected
16	**Final Exam Week**

Course Schedule:

Week	**Lecture**	**Reading Assignment**	**Discussions/ Assignments/Forums/Quiz/Exams**
Week 1	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
Week 2	Looking at Computers: Understanding the Parts	Chapter 2	**Assignment:** Paper: Technology wish List **Class Discussion:**
Week 3	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
Week 4	Application Software: Programs That Let You Work and Play	Chapter 4	**Quiz 1: Weeks 1 – 3 topics Forum:** Mobile payments
Week 5	System Software: The Operating System, Utility Programs, and File Management	Chapter 5	**Assignment:** Protecting your device O.S

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
Week	**Lecture**	**Reading Assignment**	**Discussions/ Assignments/Forums/Quiz/Exams**
Week 16	***FINAL EXAM***		Final Exam

Master Syllabus
School of Arts and Sciences Master Syllabi

Computer Concepts and Applications

Course
COMP 111
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. Teah Cummings

Course Director Name: N/A

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

Course Director Contact Information: N/A.

Course Lecturer(s) Office Hours: By Appointment only

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Online

Course Director Office Location: N/A

Course Support N/A

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

Course Curriculum Information
Course Description:

This course is designed to introduce students to basic computer concepts and to provide them with the necessary tools and techniques to produce documents, spreadsheets and presentations. The

student will also be introduced to Internet use and principles. This course will cover areas such as: computers systems, hardware and software, file management, document production, working with spreadsheets and presentations.

Course Objectives:

1. To have a working and conversational knowledge of basic computer terms and concepts
2. To demonstrate the ability to do projects, using the productivity software that are used in the course

Student Learning Outcomes:

1. Define basic terms and concepts related to computers, networks, software and the Inter- net
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 presenta- tions
4. Using Microsoft Word: Create and prepare professional and academic documents using a variety of techniques including use of Charts, SmartArt, Tables, fonts and layouts
5. Using Microsoft Excel: Choose and use the appropriate function to perform calculations and solve equations / problems.

Program Outcomes Met By This Course:

1. **CTP-O1**: 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
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-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: GO! All in One: Computer Concepts and Applications, 4rd Edition, by Shelley Gaskin Alicia Vargas, Debra Geoghan, Nancy Graviett. Pearson, 2019.

Supplementary Readings/Resources: Any text relating to Microsoft Office will assist the student in this course.

Recommended:

GO! with Microsoft Excel 2016 Comprehensive by Shelley Gaskin ,Alicia Vargas, . Pearson, 2017.

GO! with Microsoft Word 2016 Comprehensive by Shelley Gaskin, Alicia Vargas, Pearson, 2017.

GO! with Microsoft Powerpoint 2016 Comprehensive by Shelley Gaskin, Alicia Vargas, Pearson, 2017. .

Course Grading Requirement:

1. Computer concepts: 10%
2. Word processing: 20%
3. Spreadsheet: 30%
4. Presentation: 20%
5. Internet use: 20%

Course Requirements:

There will be one graded assignment and one exam for each module/unit, in addition to regular class exercises.

Course Schedule:

Lesson	Week	Major Topics
Unit 1: Computer concepts	1, 2	1. Computer systems 1. Brief history of computers 2. Types of computer systems, uses & definitions 3. Impact of computers in society 4. Information systems overview
		2. Hardware and software 1. Types of hardware, purposes & ex- amples 2. Types of operating systems & ex- amples 3. Input and output devices
		3. File management 1. File types & extensions 2. file management techniques
Module Exercises	1-2	Unit 1
Module exam	3,4	Unit 1
Unit 2: Word processing	3,4,5	1. Create and edit text in a document
		2. Create hyper linked documents
		3. Formatting text – borders, styles, headers, footers
		4. Create different types of documents using Word
		5. Create and modify tables
		6. Mail merge
		7. Working with graphics
		8. Using track changes
Module Exercises	3 - 5	Unit 2
Module exam	5	Unit 2
Unit 3: Spreadsheet	5,6,7	1. Working with templates 2. Selecting cells and cell ranges
		3. Labels and numbers / using flash fill
		4. Introducing formulas and functions
		5. Use statistical functions (Sum, Aver- age, Minimum, and
		6. Maximum).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	5 - 7	Unit 3	
Midterm	8		
Unit 4: Presentation	9, 10, 11	Creating a new presentation 1. Opening an existing presentation	
		2.	Adding new slides, slide master & lay- outs
		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	9 - 11	Unit 4	
Module exam	11	Unit 4	
Unit 5: Internet use and principles	12, 13, 14	1.	Finding information on the Internet – Searching, web browser technology
		2.	Internet Applications – Email, cloud computing,
		3.	Integrating applications and Internet documents – copying, pasting, editing
		4.	How the internet works, HTML, basic web design concepts
		5.	Computer & Internet Security
		6.	Basic computer network terminology & setup
		7.	Online etiquette
		8.	Computer & online ethics, privacy, plagiarism, intellectual property rights,
Module Exercises	12 - 14	Unit 5	
Module Review	15	Unit 5	
Finals		Unit 5 only	

Master Syllabus
School of Arts and Sciences Master Syllabi

Computer Graphics and 3D Printing

Course
COMP 106
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section

General Course Information
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: Mary Celestine, mcelesti@sgu.edu | 1473-444-4175 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.

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 Phototshop, 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. 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 = 64.4% or less

Course Materials:

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.

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

Course Grading Requirement:

Class participation	5%
Quizzes	15%
Mid-term	15%
Assignment	40%
Final Project	25%
Total	100%

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
13. Making a 3D Model, slicing a 3D Model, Driving the 3D Printer, Material Considerations.
14. 3D Printing Resources, Experiments using Cura slicing software.
15. Final Project

Master Syllabus
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Conflict and Negotiation

Course
BUSI 422
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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 Mahalia Charles, mcharl11@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).

Course Objectives:

1. 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.
2. Be able to apply knowledge of rules of negotiation and the negotiation process to business situations through case studies and in class assessments.
3. Be able to identify the opportunities, challenges and common mistakes of negotiation that businesses are faced with today.

Student Learning Outcomes:

1. The concept and components of negotiation
2. The role that personality, culture, groups and individuals play in conflict and negotiation What is conflict and managing conflict through negotiation and communication
3. The role of selected psychological and sociological theories and factors and how they are applied in negotiation
4. The rules and tactics of negotiation, the negotiating process and preparation, types of negotiation style and key negotiating temperaments
5. 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 = 64.4% or less

Course Materials:

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)*: 20%
- One (1) Peer-Graded Group Presentation *(10 points)*: 5%
- Mid-Term Exam *(45 points):* 20%
- Final Exam *(60 points)*: 30%
- Participation and Attendance *(10 points):* 5%
- In-Class/Group Exercises *(20 points total):* 20%
- **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.

Peer-graded Group PowerPoint Presentations: There will be one (1) group PowerPoint presentation during the semester. In assigned groups, students will be assigned one of the chapters covered either prior to, or after the Mid-Term Exam, for which to research and develop a PowerPoint presentation to be delivered to the class. This presentation will be graded by your peers. 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 after the Mid-Term. The exam will be online via Exam Soft.

Course Schedule:

WEEK/DATE		**CHAPTER READING and ACTIVITY**
WEEK 1 **(Jan. 17-21)**		**Course Introduction & Chapter 1:** *Introduction*
WEEK 2 **(Jan. 24-28)**		**Chapter 2:** *The Language of Negotiation*
WEEK 3 **(Jan. 31-Feb. 4)**		**Chapter 3:** *Distributive Negotiations*
	FRIDAY, FEBRUARY 4, 2022 QUIZ #1 – Chapters 1, 2 and 3	
WEEK 4 **(Feb. 7-11)**		**Chapter 4:** *Integrative Negotiation*

WEEK 5 **(Feb. 14-18)**	**Chapter 5:** *Conflict and Dispute Resolutions*
WEEK 6 **(Feb. 21-25)**	**Chapter 6:** *Understanding Yourself and How that Impacts Negotiations* **(NOT ON MIDTERM)**
WEEK 7 **(Feb. 28-Mar. 4)**	**Chapter 7:** *Communication in Negotiation*
WEEK 8 – March 7 - 11 **MIDTERM EXAM – Chapters 4, 5 and 7** **Date to be determined**	
WEEK 9 **(Mar. 14-18)**	**Chapter 8:** The *Role and Importance of Persuasion in Negotiation*
WEEK 10 **(Mar. 21-25)**	**Chapter 9:** *The Nature of the Relationship in Negotiating and Resolving Disputes*
WEEK 11 **(Mar. 28-Apr. 1)**	**Chapter 10:** *International Negotiations*
FRIDAY, APRIL 1, 2022 QUIZ #2: Chapters 8, 9 and 10	
WEEK 12 **(Apr. 4-8)**	**Chapter 12:** *Negotiating in the Workplace*
WEEK 13 **(Apr. 11-15)** **Good Friday – Apr. 15th**	**Chapter 13:** *Negotiating the Purchase or Sale of an Automobile* **No class on Friday**
WEEK 14 **(Apr. 18-22)** **Easter Monday Apr. 18TH**	**Chapter 14:** *Real Estate Negotiations: Commercial and Residential* **No class on Monday**
WEEK 15 (Apr. 25-29)	**FINAL EXAMS** **Date to be determined** **Chapters 12, 13 and 14**

NB: The lecturer will advise of the group presentation and group exercises, ahead of time.

Master Syllabus
School of Arts and Sciences Master Syllabi

Conservation and the Environment

Course
BIOL 211
Semester
Spring
Year
2022
Catalog

School of Arts and Sciences
Syllabus Section
General Course Information
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)**

Course Director Office Hours: 9:00 am to 11:00 am (M & W)

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 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:
2. Viability issues of small populations in a fragmented landscape
3. Components and conservation of biodiversity
4. Processes of extinction
5. Island biogeography
6. Conservation of genetic diversity
7. Management of exotic species
8. Legal and on-the-ground protection of endangered and threatened species
9. Design of biodiversity preserves 2. Develop scientific skills including:
    1. Learn to ask the questions that conservation biologists ask Learn to recognize and interpret patterns found in nature and embedded within conservation biology issues

2. 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

10. Become vested in the conservation of organisms and their habitat and realize that biodiversity is extraordinary!

Technical Skills Outcomes:

N/A

Student Learning Outcomes:

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

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

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

MWC – PLO3: Analyze key ecological issues across Planet Earth, with a focus on ensuring longterm 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.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: 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 filed 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 infield 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

Course Schedule:

BIOL 211: 2022 Tentative Spring Lecture Schedule			
Week		**M: Lecture 1**	**W: Lecture 2**
18-Jan	**01**	Introduction and Syllabus Review	Exploring the Origins of Conservation
25-Jan	**02**	Biodiversity Explained	Value of Biodiversity
1-Feb	**03**	Threats to Biodiversity I	Threats to Biodiversity II
8-Feb	**04**	Forestry and Ecosystem Services- Guest Lecture	Catch Up Session
15-Feb	**05**	QUIZ 1	Species Conservation
22-Feb	**06**	Extinction	Protected Areas
1-Mar	**07**	Case Study Discussion 1	Ocean Spirits Guest Lecture
8-Mar	**08**	**Midterm Exam**	**Midterm Week**
15-Mar	**09**	Case Study Discussion 2	Conservation Activity and Catch Up Day
22-Mar	**10**	QUIZ 2	The Challenges of Sustainable Development
29-Mar	**11**	What are Bats Good For? Guest Lecture	Mangrove Restoration Guest Lecture
5-Apr	**12**	Conservation Projects Teaser	Ridge to Reef Guest Lecture
12-Apr	**13**	Catch Up Session	QUIZ 3
19-Apr	**14**	Group Presentation 1	Group Presentation 2
26-Apr	**15**	Group Presentation 3	Class Activity
3-May	**16**	**Final Exam Week**	**Final Exams Week**

Master Syllabus
School of Arts and Sciences Master Syllabi

Contemporary Social Theory

Course
SOCI 405
Semester
Spring
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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; nsthomas@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 expose 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 of some of the major themes such as 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 = 64.4% 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
Presentations	**Weekly**	20
Midterm Paper	**1st March**	30
End of Semester Paper	**30th April**	40
	Total	100

Course Requirements:

Students will be required t submit two papers, 5-7 pages and 7-9 pages respectfully. Class participation is required and is determined by presentations, the quality of questions and comments on readings for the class.

Course Schedule/ Lecture Outline	
Introduction. Methods and Theory What is Contemporary Social theory? What is the relationship between theory and research? **Readings**: Reading: Durkheim, "What is a Social Fact?" from	Jan 18 & 20

The Rules of the Sociological Method (1895)	
Micro Sociological Analysis Readings: The Phenomenology of the Social World by *Alfred Schutz* The Presentation of Self in Everyday Life by *Ervin Goffman*	Jan. 25 & 27
Power and Inequality Reading: The Power Elite, from *C.Wright Mills* On Hegemony *(selected from the Prison Notebooks of Antonio Gramsci).* Power: A Radical View, by *Steven Lukas*	Feb. 1 & 3
Power and Inequality, Cont'd State, Society and Modern History, by *Anthony Giddens* Dahrendorf, "Social Structure, Group Interests, and Conflict Groups" from Class and Class Conflict in Industrial Society(1959).	Feb. 8 & 10
Race, Gender Differences The Conceptual Practices of Power (*From The Conceptual Practice of Power: A Feminist Sociology of Knowledge)*, by *Dorothy E. Smith.* Black Feminist Epistemology (*from Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment)* by, *Patricia Hill Collins*	Feb. 15 & 17
Race, Gender Differences, Cont'd Black Skin, White Masks, *Frantz Fanon* The Paradox of Integration, *Orlando Patterson*	Feb. 22 & 24
March 1st First Paper	
The Sociological Theory of Michel Foucault Readings: The History of Sexuality Truth and Power The Birth of the Prison (*from Discipline and Punishment*)	Mar. 1 & 3
Mar. 12 Mid-Term	8 & 10
Class, status, and Power -The Sociological Theory of Pierre Bourdieu **Reading**: Social Space and Symbolic Space: *Japanese reading of Distinction.* Structures, Habitus and Practices, from *The Logic of Practice* The Field of Cultural Production	Mar. 15 & 1
The Sociological Theory of Jurgen Habermas Readings: Modernity: An Unfinished Project *(from Harbermas and the Unfinished project of Modernity)*	Mar. 22 & 24
The Sociological Theory of Jurgen Habermas, c'td The Rationalisation of the Lifeworld *(from The Theory of Communicative Action Volume 2: Lifeworld and Systems: A Critique of Functionalist Reasoning*) Civil Society and the Political Public Sphere (*from Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy)*	Mar. 29 & 31
Modernity, Crisis and Change **Readings:** The Consequences of Modernity, by *Anthony Giddens* We Have Never been Modern, *Bruno Latour*	April 5 & 7
Modernity, Crisis and Change, c'td	April 12 & 14

Systemic and Antisystemic Crises (from Adam Smith in Beijing: Lineage of the Twenty-First Century), by *Giovanni Arrighi.* The Modern World-System in Crisis (from World-Systems Analysis: An Introduction), by *Immanuel Wallerstein*	
Review and Discussion	April 19 & 21
Class Discussion and Final Paper	April 26

Master Syllabus
School of Arts and Sciences Master Syllabi

Corporate Finance

Course
BUSI 306
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. Zanifa Payne

Course Director Name: N/A

Course Lecturer(s) Contact Information: 473 444 4175 Ext. 3443

Course Director Contact Information: Email: zpayne@sgu.edu

Course Lecturer(s) Office Hours: Mondays & Wednesdays 10am-12pm and 1pm to 4pm or by appointment via email.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Caribbean House (Ground floor -AQAU)

Course Director Office Location: N/A

Course Support: Tracy Fortune tfortune@sgu.edu (ext. 3373) & Mahalia Charles mcharl11@sgu.edu (ext. 3863)

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

Course Curriculum Information
Course Description:

Emphasis is placed on valuation and on how financial decisions effect cash flows and profitability. The capital markets for stocks and bonds will be studied. This course will present the student with basic measures of business performance, methods for analyzing the value of business investments, an assessment of the importance of financial market conditions to the profitability of the firm, techniques of financial forecasting, and rules for making long term investment decisions. This course emphasizes the decisions financial managers must make as well as individuals with their investments. Finally, the course recognizes the relationship of finance to other business disciplines. Through extensive problem solving in an interactive group environment, students will have the opportunity to understand fundamental concepts and their application to business decision-making

Course Objectives:

The principal objective of this course is to provide students with the analytical and quantitative skills needed to make sound financial decisions. At the end of the course, a student should be able to:

1. Interpret and analyze and forecast financial statements and cash budgets.
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. Evaluate an investment project's profitability using standard investment criteria.

Student Learning Outcomes:

1. Interpret and analyze financial statements for the measurement of liquidity, profitability, solvency, activity, and market structure.
2. Demonstrate the financial planning process through the preparation, evaluation of cash budgets and proforma financial statements.
3. Apply the principles of time value of money
4. Exhibit and explain the basic valuation techniques pertaining to bonds, time to maturity and yield to maturity.
5. Demonstrate the concept of stock valuation using zero-growth, constant-growth and variable-growth models.
6. Calculate and estimate free cash flows and the impact of net working capital in cash flow generation.
7. Explain the key elements of the capital budgeting process and calculate and evaluate the payback period, discounted payback period, net present value and internal rate or return.

Program Outcomes Met By This Course:

Accounting:

1. Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision-making (ISLO-2).
2. Students will demonstrate effective written and oral communication skills (ISLO-3).
3. Students will be able to analyze financial and non-financial reports to assist local and global internal managers and external users in making decisions (ISLO-5).

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Principles of Managerial Finance 15th Edition by Lawrence Gitman (On ProQuest)

Supplementary Readings/Resources: 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**. For each class session to be marked "present," a student must be in attendance for at least 70% of the allotted time. Please email all excuses to zpayne@sgu.edu with *BUSI 306: Corporate Finance Excuse* in the subject line.
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 eight (8) announced quizzes, each taken either during the class session, or out of class, throughout the semester and at the discretion of the lecturer. The lowest score will be dropped. See the Course Calendar for dates.
   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/or MS Excel. More details will be given at a later date.
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/or MS Excel. More details will be given at a later date.
8. Extra Credit. Opportunities for extra credit will arise during the semester. More details will be given by the instructor.

Course Requirements:

Subject to change as determined by the lecturer during semester.

Course Grading Requirements	**Percentage of Final Grade**	**Date**
Attendance	10%	
Forum Discussions on Sakai	10%	
Quizzes	40%	See Calendar Attachment
Midterm	15%	**Midterm Week**
Participation Activities	10%	Lessons & Assignments
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.

- Introduction to Managerial Finance & The Financial Market Environment - To read prior to first day of class
- Financial Statements and Ratio Analysis – Three sessions
- Cash Flow and Financial Planning – Three sessions
- Time Value of Money –Five sessions

- Interest Rates and Bond Valuation – Two sessions
- Stock Valuation – Three sessions
- Capital Budgeting Techniques – Three sessions
- Capital Budgeting Cash Flows – Four Sessions

Master Syllabus
School of Arts and Sciences Master Syllabi

Cost Accounting

Course
ACCT 401
Semester
Fall
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ronald A Peters

Course Lecturer(s) Contact Information: rapeters@sgu.edu, 444-4175x3612

Course Lecturer(s) Office Hours: Monday, Wednesday 2.30PM to 4.30PM

Course Lecturer(s) Office Location: Winward Hall (Building C)

Course Support: Tracy Fortune, tfortune@sgu.edu, Ext. 3373

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

Course Curriculum Information
Course Description:

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

Course Objectives:

1. Discuss the role of cost accounting in providing in support of Financial Accounting, Managerial Accounting and the creation of value for managers.
2. Explain the five step decision making process and its role in Management Accounting.
3. Introduce key guidelines for Management Accountants
4. Introduce the concept of professional ethics and the role of Accountants in ensuring that the organisation maintain high ethical standards.
5. Introduce various cost terms that underpins the understanding of how cost accounting provides information to assist managers in determining the cost of cost objects, in planning, controlling and decision making.
6. Discuss the similarities and differences in planning and controlling variable overhead costs and fixed overhead costs.
7. Explain the concept of inventory costing and the effect that various capacity level concepts have on inventory costs.

8. Discuss the allocation of support department costs, common costs and revenues
9. Discuss the allocation of production costs to joint products and by-products
10. Explain the five steps used in process costing systems to cost products and services.

Student Learning Outcomes:

1. Distinguish between Financial Accounting, Management Accounting and Cost Accounting
2. List and discuss the five step decision making process
3. Distinguish job costing systems from process costing systems
4. Describe the building block concepts of costing systems used to determine the cost of products and services
5. Compute variable overhead flexible budget variance, the variable overhead efficiency variance and the variable overhead spending variance.
6. Compute fixed overhead flexible budget variance, the fixed overhead spending variance and the fixed overhead production volume variance
7. Identify what distinguishes variable costing from absorption costing
8. Describe various capacity concepts that can be used in absorption costing
9. Allocate multiple support department costs using the direct method and step down method 10. Allocate common costs and revenues using stand-alone method and the incremental method.
11. Allocate joint costs to joint products and by products
12. Use the five step process-costing sequence to cost products.
13. Use the standards included in the Institute of Management Accountants statement of ethical professional practice to respond to ethical senarios

Program Outcomes Met By This Course:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-5: Students will be able to analyze financial and non-financial reports to assist local and global internal managers and external users in making decisions.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

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

Supplementary Readings/Resources: Available on the ACCT 401 Mycourses course management website (Sakai): These include the syllabus, power point slides, and selected solutions to problems.

Course Grading Requirement:

Grades will be earned as follows:

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

Course Requirements:

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

Course Schedule:

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

Master Syllabus
School of Arts and Sciences Master Syllabi

Critical Reasoning

Course
PHIL 107
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Oliver Benoit

Course Director Name: Dr. Oliver Benoit

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

Course Director Contact Information: obenoit@sgu.edu;

Course Lecturer(s) Office Hours: By Appointment **(**Online**)**

Course Director Office Hours: By Appointment (Online)

Course Lecturer(s) Office Location: Ballsier Building – upstairs

Course Director Office Location: Ballsier Building – upstairs

Course Support: Nikisha Thomas; nsthomas@sgu.edu; 3692

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

Course Curriculum Information
Course Description:

This course is meant to help students to understand the concept and dynamics of critical reasoning and to develop the ability and habit of critical reasoning and analysis; to appreciate the usefulness and importance of thinking and reasoning intelligently amidst the importance of the complexities of critical life issues, and to develop necessary critical thinking and reasoning skills that will enable them to reason correctly and effectively in important real-life situations.

Course Objectives:

1. Formulate a personal view of the meaning of life.
2. Develop the ability to determine freewill within a world governed by natural laws.
3. To use deductive and inductive logic within an argument and to recognize common fallacies.
4. Explain the meaning of justice and to ascertain an action that is deemed right or wrong.

Student Learning Outcomes:

1. Students will be able to describe the main features of the scientific method and contrast it with other forms of inquiry.
2. Students will be able to differentiate and compare concepts such a premises and conclusions; inductive versus deductive, among others.
3. Students will be able to apply principles of critical thinking such as logical fallacies, rhetorical devices in their daily interaction.
4. Students will be able to formulate arguments with sound and persuasive reasoning.
5. Students will be able to Identify and understand the common psychological barriers to logical and critical thinking.
6. Students will develop an appreciation for the creativity and productivity in the visual arts.

Program Outcomes Met By This Course:

PO.1 Critically analyze global and regional issues.

PO.4 Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Nagel, Thomas (1987) What does it all Mean? A Very Short Introduction to Philosophy. Oxford University Pres

Course Grading Requirement:

1. **Continuous assessment through discussion: 10%**
2. **Paper or Quiz: 30%**
3. **Paper or Quiz: 30%**
4. **Paper or Quiz: 30% Course Requirements:**

There will be continuous evaluation of student's work throughout the semester accounting for 10% of the overall grade. Evaluation will also include three (3) major assignments that will account for 90% of students overall grade.

Assignments	**Percentage of Grade**
Students are required to take an active part in classroom discussions; 10% of the final grade will be based on this participation	10%
Three other papers or in class quiz. 30% each paper	90%

Course Schedule:

January Week 1

- Mon:17th. Welcome – Syllabus, Outline of the course, Policies & Procedures; Introduction. Introduction by Kaye, Sharon M.(2009)Critical Thinking. Basic Concepts: Why Critical Reasoning?
- Wed:19. Teaching Critical Thinking through Media Literacy.

Readings:

- Socrates Café, p.2-35
- **Class reading. Discussion of Miniature Guide to Critical Thinking Hanscomb, Stuart (2017) Critical Thinking: the basics.**
- **Heidegger, Martin (1968) What is Called Thinking? Lecture 1.**

Week 2

- Mon:24th Concepts and Propositions
- Wed: 26th Mind – Body problem

Readings:

- **Nagel, Thomas (1997). What does it all Mean? A very short introduction to philosophy. Chs 3 & 4**
- **Moore and Parker Critical Thinking (9th edition)The chapter that includes p. 15-16**

Week 3

- **Mon: 31. Recognizing arguments** September
- **Wed: February 2. Discourse on the meaning of philosophy and critical thinking**

Readings:

- **Perry, John (2010). Introduction to Philosophy. P. 3-22**
- **Russell, Bertrand, The Value of Philosophy, in, Introduction to Philosophy p.18-21.**
- **Russell, Bertrand, Why am I not a Christian, in, Introduction to Philosophy p. 55-58**
- **Nagel, Thomas (1987). What does it all Mean? A short introduction to philosophy. Ch. 1**
- **Quiz/Paper (3-5 pages)**

Week 4.

- **Mon: 7. Holiday Grenada's Independence**
- **Wed: 9. 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

- **Mon:14. Language and its Use; truth and validity**
- **Wed: 16. Clear and Critical Thinking; Credibility; Fallacies**

Readings:

- **Hume, David, Of Skepticism with regard to the senses, in Perry, Introduction to Philosophy. P.176-190 Moore and Parker Critical Thinking (9th edition) p. 78-82; p.118-119;p.194-200 Descartes and the Problem of Skepticism, in Perry, Introduction to Philosophy**

Week 6

- **Mon: 21. Deductive and Inductive argument 1; Logic**
- **Wed: 23. Causal explanation**

Readings:

- **Moore and Parker Critical Thinking (9th edition) p. 346-373; p. 385-411**
- **Quiz/ Paper (3-5 pages)**

February Week 7

- **Mon : 28. Justice and Equality**
- **Wed March 02. Justice and Equality**

Readings:

- **Introduction to Philosophy. P.591- 599**
- **Cohen, G.A, Where the Action is: On the Site of Distributive Justice, in Introduction to Philosophy. p.599-615 Mill, John, Stuart, The Subjection of Women, in Perry, Introduction to Philosophy p. 615- 619**
- Appiah, Kwame Anthony, Racism, in Perry, Introduction to Philosophy p. 634- 644
- **Peter Singer (2009) Animal Liberation: the definitive classic of the animal movement. Read Chapter 1. Pages 123.**

Week 8

- **Midterms: March 7th-11th**

March Week 9

- **Mon 14. Moral, legal and aesthetic reasoning**
- **Wed: 16. Moral, legal and aesthetic reasoning, cont'd**

Week 10

- **Mon: 21. Ethics and Morality**
- Wed: 23. Ethics and Morality

Week 11

- **Mon:28. Ethics and Morality**
- **Wed: 30. Ethics and morality**

April Week 12

- **Mon: 4. Art and Critical Reasoning**
- **Wed: 6. Art and Critical Reasoning**

April Week 13

- **Mon: 11. Art and Critical Reasoning**
- **Wed: 13. Art and Critical Reasoning**

Readings:

- **Moore and Parker Critical Thinking (9th edition) p. 437-449**
- **Plato, the Republic, in Perry, Introduction to Philosophy. P. 645-681**
- **Hume, David. An Enquiry Concerning the Principles of Morals, in Perry, Introduction to Philosophy. P. 682-**
- **706**
- **Gauthier, David. Morality and Advantage, in Perry, Introduction to Philosophy. P. 706- 714.**
- **Mackie, J.L. The law of the Jungle Moral Alternatives and Principles of Evolution, in Perry, Introduction to Philosophy 714-719**
- **Thiroux: Ethics, Theory and Practice Kant: Fundamental Principles of Metaphysic of Morals Peter Singer: Animal Liberation**

April Week 14

- **Mon: 18. Easter Monday**
- **Wed: 20.** 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**

April Week 15

- Quiz/ Paper (3-5 pages)
- **Mon: 25.**
- **Wed. 27.**

- Discussions & Evaluation

May Week 16

- **Finals**

Master Syllabus
School of Arts and Sciences Master Syllabi

Database Systems

Course
COMP 420
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: 10:00 – 3:00 | Tue & Thu

Course Director Office Hours: N/A

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

Course Director Office Location: N/A

Course Support: Mary Celestine, mcelesti@sgu.edu, ext. 3726

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

Course Curriculum Information
Course Description:

The course covers the design, implementation and management of Database Systems. While SQL based systems have been the standard of databases in recent years, there is recently an exodus towards a classification of systems referred to as NoSQL systems. SQL performs well in structured contexts. As the world is now defined in unstructured contexts, with a plethora of data being generated every day, such NoSQL systems offer scalability and performance improvements over the standard SQL systems. Nevertheless, SQL based systems still form the bedrock of numerous modern systems and its importance and proven stability is important to the functioning of mission critical systems globally. Both systems will be covered with a focus on real world examples. This course builds on Entity Relationship modeling concepts taught in the prerequisite, Introduction to Relational Databases, and introduces NoSQL concepts using the popular MongoDB suite of applications.

Course Objectives:

1. Students will appreciate the importance of data as a tool to enable proper decision making.
2. Students will be able to understand and relate to structured and unstructured data and the applications of both.
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 evergrowing 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 = 64.4% or less

Course Materials:

Text: Database Systems: Design, Implementation, & Management, 13th Edition, Cengage Learning

Supplementary Readings/Resources: Additional material from Professional Journals, Library

Resources, Web Sites, Annual Reports, Case Studies, Newsgroups, Magazines, and Personal Interviews, ACM Transactions on Database systems

Course Grading Requirement:

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 that any full assessment item.
- Exams: assessments under strict controlled conditions.
- Quizzes: Short/in-class 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

-TurningPoint

Android: https://play.google.com/store/apps/details?id=com.turningTech.Responseware&hl=en iOS: https://apps.apple.com/us/app/turningpoint/id300028504

-ExamSoft

https://mycampus.sgu.edu/ https://ei.examsoft.com/GKWeb/login/sgu 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 In class exercises x 2
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
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

Master Syllabus
School of Arts and Sciences Master Syllabi

Developmental Psychology

Course
PSYC 307
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Justina Aire

Course Director Name: Dr. Justina Aire

Course Lecturer(s) Contact Information: jaire@sgu.edu +1 473 444 4175 x3253

Course Director Contact Information: jaire@sgu.edu +1 473 444 4175 x3253

Course Lecturer(s) Office Hours: By Appointment Only - Mon, & Wed.,: 11:00 A.M. – 2:00 P.M. and Fridays 12:00-4:00 P.M. BY APPOINTMENT ONLY - Zoom Platform

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Balsier Building

Course Director Office Location: Balsier Building

Course Support: Ms. Thomas nsthomas@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 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 = 64.4% 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 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%) - EXAM SOFT ONLY
2. Term Paper (20%) – Peer Presentation
3. Final examination. (30%) - EXAM SOFT ONLY

STRICT EXAM SOFT COMFORMITY AS OUTLINED BELOW IS REQUIRED FOR THIS COURSE

To reduce the risk of your exam being flagged please observe the following:

1. Avoid talking out loud
2. Avoid looking away from the monitor
3. Avoid having distractions (animals, people) in or walking through the room or making noise during the exam
4. Check that your webcam is recording your **full face** at all times.

Please be aware that 5% of your grade will be deducted if you are flagged for any of the following:

1. Use of prohibited resources (e.g. whiteboard/scrap paper) unless explicitly allowed as an accommodation
2. Multiple people in the camera's view unless in a shared examination space
3. Leaving the room or field of view during the exam
4. Wearing headgear that cover the ears (e.g. scarves, headphones)
    1. If requested in advance, we will allow ear plugs as long as they are shown to the camera prior to starting the exam
5. Unnatural hand gestures
6. Poor lighting
    1. You should be facing the light source
7. Eyes and face not visible for **ENTIRE** duration of the exam (masks allowed in shared examination spaces)
8. Answer and monitor files NOT uploaded.
    1. You must ensure your microphone is enabled
    2. Check that your image is not frozen
9. You will be monitored until you click the “continue to upload” button and leave secure mode. Please refrain from any actions that may lead to you being flagged until that time.

You will need to have your exam downloaded BEFORE the start time or you will risk a 0 (zero) grade.

Technical issues may occur, and any exam not downloaded by download end (30 min after exam start time) will not be counted.

Course Requirements:

Attendance, Punctuality and Participation. That is:

1. Be in class every scheduled session. Absence in peer Scheduled Presentation attracts a loss of marks. ii. Be in all scheduled classes within 10 Minutes of the start of class, latest.
2. 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 Schedule:

COURSE OUTLINE

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 (Chapter 1)**
WEEK 3	**Foundations of Life: - Physical Development in Infancy, Cognitive Development in Infancy and Social and Personality Development in Infancy**
WEEK 4	**7/2/22 Independence Day: & Wednesday Quiz 2 (Chapter 3)-**

WEEK 5	**The Pre-School Years - Physical and Cognitive Development & Social and Personality Development in the Preschool years**
WEEK 6 **Development**	**Quiz 3 (Chapter 5) - The Middle Childhood years - Physical and Cognitive**
WEEK 7	**Social and Personality Development in Middle Childhood**
WEEK 8	**Midterm Examination Week – No Mid-term Course Examination**
WEEK 9	**Quiz 4 (Chapter 7) – Adolescence - Physical and Cognitive Development**
WEEK 10	**Social and Personality Development in Adolescence**
WEEK 11	**Quiz 5 (Chapter 9) – Preparation & start for Presentation of Group Project**
WEEK 12	**Presentation of Group Project Begins and continues**
WEEK 13	**Presentation of Group Project Continues**
WEEK 14	**April 18 – Holy Monday - & Wednesday Presentation of Group Project Continues**
WEEK 15	**Endings: Death and Dying and Preparation for Final Examination**
WEEK 16	**May 2 – Labor Day - & Wednesday Final Examination - TWO CHAPTERS FOR FINAL EXAMINATION: - ONE chapter randomly selected of those NEITHER tested nor presented - plus CHAPTER 19.**

EXPECTED HOLIDAYS – SPRING 2022

- **Holiday – Independence Day February 7**
- **Midterm week March 7-11**
- **Holiday – Good Friday April 15**
- **Holiday – Holy Monday April 18**
- **Holiday – Labor Day May 1 / Sunday**
- **Holiday – Labor Day May 2 /Monday**

Master Syllabus
School of Arts and Sciences Master Syllabi

E-Commerce

Course
COMP 412
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Keron Noel

Course Director Name: NA

Course Lecturer(s) Contact Information: knoel9@sgu.edu 444-4175 Ext 3001

Course Director Contact Information: NA.

Course Lecturer(s) Office Hours: Tuesday 10am-12 Noon, Wednesday- 2pm- 3pm

Course Director Office Hours: NA

Course Lecturer(s) Office Location: 2nd floor, East Wing, Founders Library

Course Director Office Location: NA.

Course Support: Mary Celestine MCelesti@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

(4)Describe the major Elecrtonic 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: Addition reading materials and resources will be made available by the Lecturer

Course Grading Requirement:

- Project: 35%
- Assignments: 25%
- EXAMS: 35%
- Participation: 5%
- Total: 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.

Master Syllabus
School of Arts and Sciences Master Syllabi

Ecological Quantitative Methods

Course
BIOL 313
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Wayne Smart (Course Instructor) & Jody Daniel (Lab Instructor)

Course Director Name: Patricia Rosa

Course Lecturer(s) Contact Information: wayneasmart@gmail.com; jodyndaniel@gmail.com

Course Director Contact Information: prosa@sgu.edu

Course Lecturer(s) Office Hours: By appointment

Course Director Office Hours: N/A

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

Course Director Office Location: N/A

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, x3435

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

Course Curriculum Information
Course Description:

This course will allow students to apply statistical principles to experimental designs and analyses of ecological data. Ecological data is often constituted and impacted by multiple variable factors and must be placed into context within the population and systems from which it was sampled. Student will learn appropriate methods to collect and analyze common types of ecological data, such as species distribution, abundance, and occupancy. Students will be expected to evaluate quantitative methods used in current literature, apply theoretical concepts to real datasets, become proficient in the use of statistical programming software and mathematical packages, and interpret ecological significance of results from statistical significance. s

Course Objectives:

The goal of this course is to provide students with a background in the core concepts of ecological quantitative methods, enabling them to correctly link essential mathematical constructs and ecological questions and learn how to apply the scientific process to ecological datasets.

Additionally, this course will allow students to characterize appropriate ecological variables, analyze and interpret data and modeling results, and present results of experimental designs using statistical programming software.

Student Learning Outcomes:

1. Apply the scientific method and hypothesis testing when designing an ecological survey.
2. Choose appropriate measures to best represent the ecological process being tested.
3. Select statistical tests that are appropriate for the different types of ecological data.
4. Use statistical software and mathematical packages to examine and analyze ecological data.
5. Interpret statistical output, both from a quantitative and ecological perspective.

Technical Skills Outcomes:

TSO-BIOL313-1. Use video from camera traps and keystroke event recording software to estimate community composition and diversity.*

TSO-BIOL313-2. Use of spreadsheets to enter, collate, analyze and display data graphically. TSO-BIOL313-3. Use of R statistical software to conduct data analyses and display data graphically

**Subject to availability of field data.*

Program Outcomes Met By This Course:

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

- *Text:* Quinn, G. P., & Keough, M. J. (2002). Experimental design and data analysis for biologists. Cambridge University Press, UK.
- *Software:* R Core Team (2021). R: A language and environment for statistical computing. R Foundation for Statistical Computing, Vienna, Austria. URL http://www.R-project.org/.

Supplementary Readings/Resources:

- Fox, G. A., Negrete-Yankelevich, S., & Sosa, V. J. (2015). Ecological statistics: contemporary theory and application. Oxford University Press, USA.
- Rosner, B. (2015). Fundamentals of biostatistics. Nelson Education, USA.
- Beckerman, A. P., Childs, D. Z., & Petchey, O. L. (2017). Getting started with R: an introduction for biologists. Oxford University Press, UK.

Course Grading Requirement:

- **Quizzes:** 4 × 15% = 60%
- **Assignments:** 4 × 10% = 40%

Course Requirements:

Quizzes will cover material and concepts from lectures. Questions will include a combination of multiple-choice, short-answer, and problem-solving questions, and data and graphical interpretations. You should be prepared to apply your knowledge of course material and concepts to new situations and datasets. Quizzes are non-cumulative.

Assignments will consist of using R to run statistical analyses on ecological data, and display whole data sets, summarized data, and results graphically.

Course Schedule:

Week	Date	Monday	Wednesday
1	Jan. 17 & 19	1. Role of statistics in ecological studies	**Lab:** Why R and guide to install
2	Jan. 24 & 26	2. Research design and hypothesis testing	**Lab:** Getting started in R and RStudio
3	Jan. 31 & Feb. 2	3. Research design and statistical inference	4. Descriptive statistics **Assignment 1**

4	Feb. 7 & 9	5. Confirmation bias (van Wilgenburg & Elgar 2013)	**Quiz 1 (Lectures 1–4)**
5	Feb. 14 & 16	6. Data organization and management	**Lab:** Exploring data in R
6	Feb. 21 & 23	7. Data acquisition and sharing policies	8. Inferential statistics and hypothesis testing **Assignment 2**
7	Feb. 28 & Mar. 2	*Review*	**Quiz 2 (Lectures 5–8)**
8	Mar. 7–11	**Mid-term Week**	
9	Mar. 14 & 16	9. Assumptions of normality and data exploration	**Lab:** Assumptions in R
10	Mar. 21 & 23	10. Data transformation and outliers	**Lab:** Linear Models in R
11	Mar. 28 & 30	11. General linear models (1)	12. General linear models (2) **Assignment 3**
12	Apr. 4 & 6	*Review*	**Quiz 3 (Lectures 9–12)**
13	Apr. 11 & 13	13. Contingency tables	**Lab:** Contingency tables, GLMs, and/or occupancy models in R
14	Apr. 18 & 20	14. Generalized linear models (GLM)	15. Occupancy models to study wildlife (USGS 2005) **Assignment 4**
15	Apr. 25 & 27	*Review*	**Quiz 4 (Lectures 13–15)**
16	May 2–6	**Finals Week**	

Master Syllabus
School of Arts and Sciences Master Syllabi

Ecology

Course
BIOL 310
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: by appointment

Course Director Office Hours: by appointment

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

Course Director Office Location: TBD

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, x3435

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

Course Curriculum Information

1. Develop an ecological intuition based on a deep understanding of the processes and interactions that lead to ecological patterns.
2. Describe and integrate basic information related to ecology including ecosystems, their structure and function; population growth and the factors influencing this growth; communities and their emergent properties; and ecological succession and the role of environmental disturbance in this process.
3. Understand the types of questions that ecologists ask, how they relate to one another, and how we go about answering them.

Student Learning Outcomes:

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

Technical Skills Outcomes:

TSO-BIOL310-1-Use of word processing and presentation software to display and communicate data.

Program Outcomes Met By This Course:

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

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

Begon, M., Townsend, C.R. and J.L. Harper. 2006. Ecology – From Individuals to Ecosystems. 4th Edition. Blackwell Publishing. 759 pages.

http://www.esalq.usp.br/lepse/imgs/conteudo_thumb/Ecology-From-Individuals-to-Ecosystemsby-Michael-Begon--2006-.pdf

Smith, R.L. and T.M. Smith. 2015. Elements of Ecology – 9th edition. Pearson Publishing. San Francisco. 704 pages.

Supplementary Readings/Resources:

Additional reading materials and resources will be posted on Sakai.

Course Grading Requirement:

Student learning will be assessed by:

- Two (2) Group Topic Presentations:15% x 2 = 30%
- Four (4) Exams 15% x 4 = 60%
- Two (2) Assignments 5% x 2 = 10%
- TOTAL: 100 %

Course Requirements:

n/a

Course Schedule:

WEEK	MONDAY	WEDNESDAY
1 (01/17-20)	Introduction to the course, syllabus, groups, grading, and assignments.	Ecology and Ecological systems
2 (01/24-27)	Climate as an expression of physical environment.	The Aquatic and the Terrestrial Environments
3 (01/21-02/03)	**Topic Presentations:** **1) Soil Erosion as a threat to agricultural sustainability. 2) Genetic engineering and its application**	Adaptations and Natural Selection
4 (02/07-10)	**Exam 1**	Population Properties
5 (02/14-17)	Population growth	Life History
6 (02/21-24)	Intraspecific Competition/Regulation **Submission assignment 1**	Interspecific Competition
7 (02/28-03/02)	Predation	**Topic Presentations:** 3. **Habitat loss and population declines and extinctions.** 4. **Urban Ecology: Ecology in the context of human environment.**
8 (03/07-10)	**NO CLASS – Exam 2**	
9 (03/14-17)	Parasitism and Mutualism	Community Structure
10 (03/21-24)	Factors influencing community structure **Submission assignment 2**	Community Dynamics
11 (03/28-31)	**Topic Presentations:** 5. **Restoration Ecology and its approaches** 6. **Reforestation**	Landscape dynamics
12 (04/04-07)	Ecosystem Energetics	**Exam 3**
13 (04/11-14)	Biogeochemical cycles	Terrestrial Ecosystems

14 (04/ 18-21)	Aquatic Ecosystems	Coastal and Wetlands Ecosystems
15 (04/ 25-28)	Patterns of Biological Diversity	**Topic Presentations:** 7. **Ecological Corridors enhancing conservation** 8. **Dead zones in coastal waters**
16 (05/ 2-5)	**NO CLASS – Exam 4**	

Master Syllabus
School of Arts and Sciences Master Syllabi

Empirical Research Project

Course
SSCI 411
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: Same

Course Lecturer(s) Office Hours: Mondays 10:11:20 A.M. and **By Appointment**

Course Director Office Hours: Same

Course Lecturer(s) Office Location: Ballsier Building - Upstairs

Course Director Office Location: N/A

Course Support: Nicole Philip; nphilip2@sgu.edu;

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

Course Curriculum Information
Course Description:

This course is 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; improve their data-collection instrument and conduct data collection. They will be required to conduct data analysis and write up a complete research report. Students will also be required to conduct the IRB training and undertake the online training in Ethic in research to atain the ethical certificate. Students will use SPSS or other online analysis tools for the analysis of their data.

Course Objectives:

1. Complete a comprehensive research proposal
2. Update/Conduct an extensive Literature Review on topic of interest
3. Collect data and analyse data
4. Write up research report
5. 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 = 64.4% or less

Course Materials:

Text: • Neuman, Lawrence W. (2006). Social Research Methods Qualitative and Quantitative Approaches,

6th Edition. Pearson Education, Inc. USA d

Course Grading Requirement:

1. Revised Project Proposal: 10%
2. Enhanced Literature Review: 20 %
3. Review and Piloting of Instrument: 20 %
4. Completed Final Project: 50 %

Course Requirements:

1. Students must have completed Introduction to Empirical Research
2. Students must have an approved research proposal

3. Students must have access to analytic tool (SPSS) for Quantitative Method

Course Schedule:

Monday, Wednesday, Fridays :

Wk 1

Course Description

- **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/ Using Literature in Qualitative Research 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**
- **(Project Consultation)**

Week 16: Project Due

Master Syllabus
School of Arts and Sciences Master Syllabi

Entrepreneurship

Course
BUSI 405
Semester
Spring
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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.

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. Apply 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:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

ISLO-7: Students will be able to demonstrate knowledge of legal, ethical, and global standards in the management domain.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

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 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 17th 2022)	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

	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
	Assignment due at end of week 7
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
	c. Leadership Concepts: *vision, motivation, decision-making, team building, conflict*
	d. Strategic growth
15	Final Business Plan Group Presentations (APR 26th – 28th)

Master Syllabus
School of Arts and Sciences Master Syllabi

Essentials of Psychological Testing

Course
PSYC 405
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Justina Aire

Course Director Name: Dr. Justina Aire

Course Lecturer(s) Contact Information: jaire@sgu.edu +1 473 444 4175 x3253

Course Director Contact Information: jaire@sgu.edu +1 473 444 4175 x3253

Course Lecturer(s) Office Hours: Mon, & Wed.,: 11:00 A.M. – 2:00 P.M. and Fridays 12:004:00 P.M. BY APPOINTMENT ONLY - Zoom Platform

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Balsier Building

Course Director Office Location: Balsier Building

Course Support: Ms. Thomas nsthomas@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 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%

F = 64.4% or less

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 ISBN: 1854332007 ISBN: 9781854332004

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:
    1. Be in class every scheduled session.
    2. Presentation attracts a loss of marks
    3. Be in all scheduled classes within 10 Minutes of the start of class, latest.
    4. Participate in the classroom discussions in a way that demonstrates an understanding of the required reading, and display ability to engage in meaningful academic discourse about the topics of the day.
2. Five in-term quizzes (50%) EXAM SOFT ONLY
3. Term Paper (20%)
4. Final examination. (30%) EXAM SOFT ONLY

STRICT EXAM SOFT COMFORMITY AS OUTLINED BELOW IS REQUIRED FOR THIS COURSE

To reduce the risk of your exam being flagged please observe the following:

1. Avoid talking out loud
2. Avoid looking away from the monitor
3. Avoid having distractions (animals, people) in or walking through the room or making noise during the exam
4. Check that your webcam is recording your **full face** at all times.

Please be aware that 5% of your grade will be deducted if you are flagged for any of the following:

1. Use of prohibited resources (e.g. whiteboard/scrap paper) unless explicitly allowed as an accommodation
2. Multiple people in the camera's view unless in a shared examination space
3. Leaving the room or field of view during the exam
4. Wearing headgear that cover the ears (e.g. scarves, headphones)
    1. If requested in advance, we will allow ear plugs as long as they are shown to the camera prior to starting the exam
5. Unnatural hand gestures
6. Poor lighting
    1. You should be facing the light source
7. Eyes and face not visible for **ENTIRE** duration of the exam (masks allowed in shared examination spaces)
8. Answer and monitor files NOT uploaded.
    1. You must ensure your microphone is enabled
    2. Check that your image is not frozen

You will be monitored until you click the “continue to upload” button and leave secure mode. Please refrain from any actions that may lead to you being flagged until that time.

You will need to have your exam downloaded BEFORE the start time or you will risk a 0 (zero) grade.

Technical issues may occur, and any exam not downloaded by download end (30 min after exam start time) will not be counted.

Course Requirements: Course Schedule:

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

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: 7/2/22 Independence Day: - 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**

WEEK 9: Intelligence and Achievement: Theories and Tests - Topics 5A and 5B

WEEK 10: Quiz 4 (Chapter 5) - Ability Testing: Group Tests Topic 6A

WEEK 11: Topic 6A continues - Group Tests and Ability Related Concepts

WEEK 12: Quiz 5 (Chapter 5) – Topic 7 -Assessing Special Population: Infant, Preschool and Persons with Disabilities

Presentation of Project to begin and continue from selected chapters.

WEEK 13: Presentation of Project Starts and Continues

WEEK 14: April 18 – Holy Monday: Presentation of Project Continues April 20

WEEK 15: Presentation and examination review.

WEEK 16: May 2 – Labor Day - **Final Examination - Two randomly selected chapters of those yet to be tested**

- Holiday – Independence Day February 7
- Midterm week March 7-11
- Holiday – Good Friday April 15
- Holiday – Holy Monday April 18
- Holiday – Labor Day May 1 / Sunday
- Holiday – Labor Day May 2 /Monday

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 20/4/22

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, 2022. Late submission of assignments, as stated above, will attract a hefty penalty.

Master Syllabus

Events Management

Course
BUSI 418
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Tornia Charles, MA

Course Director Name: Tornia Charles, MA

Course Lecturer(s) Contact Information: tcharl10@sgu.edu

Course Director Contact Information: tcharl10@sgu.edu

Course Lecturer(s) Office Hours: By Appointment

Course Director Office Hours: By Appointment

Course Lecturer(s) Office Location: N/A

Course Director Office Location: N/A

Course Support: Mahalia Charles, mcharl11@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 aims to equip students with the skills necessary to become successful event managers, to ensure the smooth running of the events, minimize risks and maximize the enjoyment and satisfaction of the audience or contracting entity. The course will explore events usage as special occasions which are different from the routine activities of our daily lives. Its range and scope include activities that have significant requirements for planning resources including; financial, management and marketing. Events are stage by all sectors and communities, including the public, private and voluntary.

Course Objectives:

At the end of this course, a participant should be able to:

1. Explain the scope of the events industry including private and public events
2. Explain the importance of undertaking feasibility studies before events are planned
3. Analyze the importance of venue selection, theme development, protocol, staging and staffing, operations and logistics, and safety and security.
4. Analyze planning tools
5. Explain how events are organized and funded
6. Highlight the role of various stakeholders

Student Learning Outcomes:

1. Plan and execute a successful event
2. Undertake a feasibility study
3. Demonstrate competence in writing sponsorship proposals and budgets
4. Review and Evaluate Events
5. Motivate event staff, teams, and volunteers
6. Understand the types of risks associates with events

Program Outcomes Met By This Course:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

ISLO-9 Students will be able to apply the knowledge, skills, and attitudes to compete in a global business environment

ISLO-11 Students will be able to demonstrate knowledge of legal, ethical, and global standards 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:

Text: Event Management for Tourism, Cultural, Business and Sporting Events(2005). Lynn Van Der Wagen and Brenda Carlos (Pearson Prentice Hall)

Supplementary Readings/Resources: Events Management in Leisure and Tourism,1998. David C.Watt-(Publisher Wiley & Sons)

Event Planning, 2000. Judy Allen (Publisher Wiley & Sons)

A Successful Guide to Meeting Planning; Suzanne Stewart Weissinger- Publisher- Wiley & Sons)

Course Grading Requirement:

1. **In-Class Discussions/Attendance/Participation (5%)**
2. **Mid Term Exam (20%)**

3. **Group Chapter Presentation (10%)**
4. **Term Project (65%)**
    1. **Final Group Event/Written Proposal (20%)**
    2. **Final Group Event/Practical (25%)**
    3. **Peer Evaluation based on cooperation/participation in producing event (10%)**
    4. **Timely Achievement of Event Milestones (10%)**

Course Requirements:

There will be continuous assessment throughout the semester. There will be a midterm exam comprising multiple choice and written answers. Additionally, there will be a group chapter presentation and a final group written report and practical event. The following guidelines pertains to the group presentation, planning milestones, peer evaluation, planning sessions and the final report and practical event:

1. Group Topic /Chapter Presentation:

Students will be required to research a particular topic/chapter and lead the class discussion on same.

2. Practical Group Project:

Students are required to plan and execute a successful event. All proceeds will be donated to a local charity of the groups' choice. Details will be finalized by the Lecturers.

3. Written Project:

Additionally, and as part of the final assessment, a written Project must be submitted by all members of the group for the event completed. This is due on completion of the practical project one week before final exams. Failure to submit project will result in students failing the course. Projects should be a thorough analysis of the planning work throughout the semester and must include the following: executive summary, event concept, objectives, strategies and components of the event executed. Examples include: promotion plan, risk analysis, logistics, budgets and other financial tools etc. It must be free of grammatical errors, thoroughly documented and the bibliography included as necessary.

Guidelines for Written Assignments

All Written Assignments: must be in submitted in two forms: Hard & Soft Copy via Turnit In

All assignments must follow APA style please see sample citations on Course Outline

1. Cover page with the Project title, Course name, code, Lecturer's name, student names and date.
2. Font size 12, Times Roman and double line spacing.
3. Material must be printed on one side of the paper and each new topic must begin on a new page
4. Acknowledgement, Table of Contents, Introduction, Conclusion, Reference

If you are uploading a soft copy of any assignment please save your file using this format: Your surname in full followed by the initial for your first name (include your group number, if it is a group) and then the name of the assignment. Example: John H Individual Building a better boss

4. Event Milestones

Friday classes will be scheduled for the planning of your practical event. All students are expected to attend and participate. The Event Manager will take a role call and persons arriving 10 minutes late should have "L" written in the space and persons not attending without a valid excuse which should be emailed to the Course Director and Event Manager should have an "X" and will lose marks for failure to attend. An event milestone schedule was developed, and you will be graded on the timely delivering of those milestones. You will be given 10 (ten) minutes to make a visual and oral presentation to the class on the dates listed on the schedule about the completion of those tasks.

5. Wednesday Class Meeting conduct

Wednesday meetings are for the planning of your Event. The views and opinions absent from these meetings do not count and the Events Class need not go back on any decisions made to facilitate missing persons. Every Wednesday Class Meeting must have clear Objectives which will be written on the White Board in the class by the Event Manager that will be covered at the meeting. The Events Manager must select a person who can keep some short Minutes to keep records of the major decisions and circulate it via SGU email to everyone in the class. Instructor/s must also be copied on these emails. Students at the Wednesday Class Meetings can have their views included based on two criteria: First it must be constructive. Constructive means your criticism must be accompanied by a solution or do not share them. Second ideas shared must be voted on and the one with the majority gets ratified, if someone present choose not to vote, then afterwards they will have no say on that decision. Students' participation will be assessed by the Event Manager and the Event Manager will be assessed by the members, the form will be distributed after Midterm and it is due, one week before your Event. Grades from this will form part of the overall grade for your final Event.

Course Schedule:

DATE	TOPIC	RECOMMENDED READING
WEEK 1	Introduction and Review of Course Syllabus • The Event Planning Process • Events and the Travel and Tourism Industry • Careers and Job Opportunities in the events industry	
WEEK 1	The Events Industry in Grenada • Types, Characteristics and Organization	Website: puregrenada.com
WEEK 2	Introduction to Events Management • Definitions • Types of Events and Classification/Size of Events • The Importance of the Event's Team and other Stakeholders • Moral and Ethical Code Governing Events Concept and Design • Developing the Event Concept • The Purpose of the Event and Theme • Factors Influencing Venue Selection • Analyzing the Concept • Designing the Event • Logistical Arrangements to Consider when planning an Event Guest Speaker: TBA	Ch. 1 Main Text, (pages 417) Ch.2 A Guide to Successful Meeting Planning. (pages 13-18) Ch.2 Main Text, (pages 1931) Ch. 5 A Guide to Successful Meeting Planning, (Pages 54-85)
WEEK 3	Feasibility • Feasibility Studies and Why They are Undertaken • Keys to Success- Analysis of Factors/ Variables that Contribute to the Feasibility Study • SWOT Analysis	Ch 3 Main Text, (pages 3545)
WEEK 3	Planning • Project Discussion • Establishing the Mission/ Purpose Statement • Establish the Aims and Objectives of the Event • Preparing an Event Proposal • Planning Tools-Maps and Models, Gantt Charts, Run Sheets/ Event Scripts, Organizational Charts, Checklists etc.	Lecturer
WEEK 4	Sponsorship • Exchange Relationship in Event Sponsorship • The Importance of Sponsorship as a Marketing and promotional Activity • The Sponsorship Screening Process • Developing the Sponsorship Proposal/Issues to Cover	Ch 4 Main Text, (pages 4756) See appendix from pages 271-275

WEEK 5	Marketing • The Nature of Event Marketing • The Process of Event Marketing • Establishing the Features of the Product • Marketing Segmentation – Events and Meeting Segments • The Marketing Mix	Ch. 5 Main Text,(pages 5970)
WEEK 5	Legal Compliance • Examination of Relevant Laws and Regulations • Licensing Bodies and Legal Compliance Requirements of an Event • Federal Trade Commission Act • Stakeholders and Official Bodies • Contracts	Events Planning and Management, Manual- by Anderson Murray
WEEK 6	Event Promotion • Planning the Promotional Strategy • Branding and Positioning • Advertising • PR • Sales Promotion • Website Marketing • Collateral Materials • Developing Events- A tourism strategy to increase arrivals	Ch. 6 Main Text, (pages 73-81) Ch. 3 Festival and Special Johnny Allen, William O' Toole, Ian Mc Donnell, Robert Harris
WEEK 6	Financial Management. • Budgeting- Income and expenditure statement • Costing/Pricing decisions • Revenue Sources • Cash/Flow Analysis- Income Statement and Balance Sheet • Financial Control Systems • Panic Payments	Ch. 7 Main Text, (pages 85-98)
WEEK 7	Risk Management • Types of Risks Associated with Events • Process of Risk Management • Incident Reporting • Emergency Response Plans • Standards for Risk Management	Ch. 8 Main Text, (pages 99-112)
WEEK 7	• Project discussion Planning	Ch. 9 Main Text (pages 113-129)
WEEK 8	Midterm	
WEEK 9	Etiquette & Protocol • Importance of Etiquette and Protocol • Precedence • Titles • Dress for Formal Occasions • Invitations and Methods of Address	Ch.10 Main Text (pages 131-142)
WEEK 9	Etiquette and Protocol cont'd. • Preparing for Dignitaries and Rules for Flag Flying • Rules for Speakers • Religious and Cultural Protocol	Ch.10 Main Text(pages 131-142)
WEEK 10	Dining Etiquette • Table Manners • Table Setting • Service of Food and Beverage	Handouts (Guest Speaker)
WEEK 10	Staging • Venue Selection/Choosing the Event Site • Developing the Theme and Planning the Décor • Accommodation/Capacity for Lighting, Sound, Special Effects • Conducting Rehearsals	Ch.11 Main Text (pages 147-162)

	• General Services and Catering • Organizing Accommodations • Managing the environment- Pollution, Restroom Facilities, and Cleaning etc.	
WEEK 11	Staffing • Developing Organization Charts • Recruitment and Selection • Drawing up Rosters/Schedule • Training and briefing • Developing Recognition Strategies/Motivational Skills • Managing volunteers Guest Speaker TBA	Ch.12 Main Text (pages 165-180)
WEEK 11	Crowd Management and Evacuation • The Crowd Management Plan • Identification of Risks in the Industry • Crowd Management and Crowd Control Systems • Emergency Planning and Implementing Emergency Procedures	Ch.16 Main Text (pages 229-241)
WEEK 12	Operations and Logistics • Logistics/Putting things in Place- Setup, Tearing Down • Procedures • Performance Standards • Functional Areas	Ch.14 Main Text (pages 199-212)
WEEK 12	Safety & Security • Development of a Safety and Security Plan • Identification of Security Services Needed • Occupational Health and Safety, including First Aid • Incident Reporting and Communication Methods	Ch.15 Main Text. (pages 213-225)
WEEK 13	Leadership • Developing Leadership Skills • Managing Temporary and Diverse Teams • Improving Communications • Time Management in Planning and Managing Meetings	Ch.13 Main Text(pages 185-196)
WEEK 14	Monitoring, Control and Evaluation Procedures • Monitoring and Control Systems • Operational Monitoring and Control • Importance of Evaluation • The Broader Impact of Events	Ch. 17 Main Text (pages 243-254) (Final Project due)
WEEKS 15 & 16	No Final Exams during Week #16	

Master Syllabus
School of Arts and Sciences Master Syllabi

Financial Accounting

Course
ACCT 204
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information

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

Course Director Name: N/A

Course Lecturer(s) Contact Information: 444 – 4175 ext. 3475

Course Director Contact Information: N/A

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

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building C – Windward Hall

Course Director Office Location: N/A

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

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

Course Curriculum Information
Course Description:

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

Course Objectives:

1. Build on the basic principles underlying the logic of accounting covered in the introduction to Financial Accounting;
2. Prepare various financial statements given a list of Trial Balance balances for a specific period;
3. 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,
4. Balance Sheet and the Statement of Cash Flows; iv. Articulate how accounting decisions impact various parties such as management, owners, creditors and employees;
5. Discuss specific assets and liabilities accounts with regards to the preparation of financial Statements and adjustments;

Student Learning Outcomes:

1. Preparation of Financial Statements for various entities;
2. Distinguishing between a service and a merchandising organization;
3. Preparation of a Bank Reconciliation Statement for an entity;
4. Preparation of the Stockholders Equity section of the Balance Sheet;
5. Definition and understanding of internal control and the expression of its importance to the business entity;
6. Analysis of a financial statement using ratios, horizontal and vertical analysis;

Program Outcomes Met By This Course:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-5: Students will be able to analyze financial and non-financial reports to assist local and global internal managers and external users in making decisions.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

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:

- **Prescribe Text: Financial Accounting (6th Edition) by Harrison and Horngren Additional Resources:**
- **Any Financial Accounting Text**

Course Grading Requirement:

Grades will be based on the following:		
·	Homework Assignments ***(6 Questions in total)***	25%
·	Topic Quizzes	20%
·	Attendance	5%
·	Mid-Term Exam	20%
·	Final Examination - Project	10%
·	Final Examination – Presentation	10%
·	Final Examination	10%

Course Schedule:

WEEKS	TOPIC	CHAPTERS	DAY	QUIZ/ASSIGN
1	The Financial Statements	Chapter 1		
2	Transaction Analysis	Chapter 2		**Quiz # 1 – Chapter 1**
3	Transaction Analysis Using Accrual Accounting to Measure Income	 Chapter 3		**Quiz # 2 – Chapter 2**
4	Using Accrual Accounting to Measure Income	Chapter 3		
5	Using Accrual Accounting to Measure Income Internal Control and Cash	 Chapter 4		**Quiz # 3 – Chapter 3**
6	Internal Control and Cash			
7	**Review For Examination**		**Tues**	**Quiz # 4 – Chapter 4 Assignment # 1 Due**
8	**MID-TERM EXAMINATIONS**			

9	Merchandise Inventory and Cost of Goods Sold	Chapter 6		
10	Stockholders' Equity	Chapter 9		**Quiz # 5 – Chapter 6**
11	Stockholders' Equity Financial Statement Analysis	Chapter 9 Chapter 13		
12	Financial Statement Analysis The Statement of Cash Flows	Chapter 12		**Quiz # 6 – Chapter 9**
13	The Statement of Cash Flows **Group Working and Presentation Preparation**		**Thurs**	**Quiz # 7 – Chapter 13**
14	**Group Presentation on the Final Project**		**Thurs**	
15	**Review For Examination**		**Tues**	**Assignment # 2 Due**
16	**FINAL EXAMINATIONS**			

Master Syllabus
School of Arts and Sciences Master Syllabi

Financial Audit

Course
ACCT 403
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: 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:
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.
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:
ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-6: Students will be able to evaluate/ audit accounting records used to produce Financial Statements to conform with International Financial Reporting Standards

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

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

Supplementary Readings/Resources: N/A

Course Grading Requirement:

1.	Class Participation	5%
2.	Written assignments and Quizzes	25%
3.	Mid-Term	35%
4.	Final	35%

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**
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**

Master Syllabus
School of Arts and Sciences Master Syllabi

Foundation Chemistry

Course
CHEM 001
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information

Mon, Wed, Fri. 2:30 -3:20 Tue 4:00 – 6:00

Course Director/ Instructor Name: Tobias Clement

Course Director Contact Information: tclement@sgu.edu Tel 534-5164

Course Director Office Hours: Mon,11:00-12:00, Wed. 11:0012:00

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

Course Curriculum Information
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 onthe 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 25%
- Quizzes x 5 20%
- Final exam 25%
- Labs 10%
- Assignments x 2 10%
- Participation 5% /setgeneratormultiplier -inf

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				

Course Schedule

Week	Topics	Textbook Reference
1	Classification of Matter • States of matter • Elements, compounds, mixtures	
2	Particulate nature of matter Pure and impure matter **LAB 1** Introduction to lab safety	
3	Atoms and Elements /Atomic structure Atomic number/ mass number/ Introduction to Periodic table Trends in the periodic table ***Quiz I*** **LAB 1 seperation of mixture**	
4	Compounds and their bonds Properties of Ionic, Covalent and Metallic compounds **Assignment 1**	
5	The language of chemistry II -Writing chemical Formulae and Equations Writing chemical Formulae and Equations Chemical quantities and reactions **QUIZ 2** **LAB 2 Mole measurement**	
6	**THE MOLE** Calculations involving the mole	
7	Molecular and Empirical formulae Mole concept applied to gases and solutions Review **QUIZ 3**	
8	**MIDTERM EXAM**	
9	**TYPE OF CHEMICAL REACTION** • Acids, Bases and Salts • Redox reactions **LAB 3 Titration**	
10	Rates of chemical reactions Electrochemistry **LAB 4 Rate of chemical reactions**	
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 LawCombine Gas law/ Avogadro's law / Dalton law	

	QUIZ 4	
13	Solution	
14	**ORGANIC CHEMISTRY** **Carbon and its compound** **LAB 5 Organic models**	
15	Carbon and its compound **QUIZ 5**	
16	**FINAL EXAM**	

Master Syllabus
School of Arts and Sciences Master Syllabi

Foundation English

Course
ENGL 002
Semester
Fall
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. Roslyn A. Douglas, MA, DTM

Course Director Name: Mr. Asher Mains

Course Lecturer(s) Contact Information: rdougla1@sgu.edu

Course Director Contact Information: amains@sgu.edu

Course Lecturer(s) Office Hours: Monday, Wednesday & Friday: 1:30 pm to 3:30 Tuesday, Thursday: 12:30 pm – 2:30 pm

Course Director Office Hours: Tuesday, Thursday: 9:00 am – 4:00 pm

Course Lecturer(s) Office Location: Balisier Building 1st Floor

Course Director Office Location: Balisier Building 1st Floor

Course Support: Nichole Phillip, nphilli2@sgu.edu, ext. 3823 or Nikkisha Thomas

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

IMPORTANT NOTATION

Students have been designated either face - to- face or online status, based on the survey they completed. Please note that students must therefore maintain their respective designations and not be allowed to switch, without the permission of the Dean of Students (DOS) Office.

Course Curriculum Information
Course Description:

This course is designed to build up and strengthen your ability to write clearly and effectively in Standard English. Students will work with the writing process and using prewriting, writing and revising techniques, become proficient in the application and practice of proper grammar, punctuation and writing structure, and develop the ability to understand printed material. At the end of this course, students will be qualified for more advanced English courses.

Course Objectives:

1. Gain skills of academic reading, writing and critical thinking
2. To write clearly and intelligently in various program disciplines
3. Improve academic, professional and personal writing

Student Learning Outcomes:

1. Develop the necessary skills required for college level writing
2. Use relevant information from various conventional and electronic sources
3. Improve the reading effectiveness of students academically, professionally and personally
4. Sharpen ability to think clearly, logically, critically and effectively through reading.

Program Outcomes Met By This Course:

PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Readings will be made available online.

Supplementary Readings/Resources: Supplementary Readings/Resources will be made available online.

Course Grading Requirement:

Assignment #1 (Expository Essay)	5%
Assignment #2 (Descriptive Essay)	5%
Assignment #3 (Comprehension)	5%
Practice Exercises/Drills (approx. 5)	10%
Test/Quiz #1	5%

Test/Quiz #2	5%
Midterm Exam	20%
Class Project	15%
Final Exam	25%
Attendance and Participation	5%
TOTAL	**100%**

Course Requirements:

Placement Exam

Course Schedule:

Course Schedule: Lectures & Assignments: The following schedule may be adjusted as needed.

Week 1

◈	Course introduction (outline, grading policy, homework, textbook, office hours, Communication Support Services (etc.)
◈	Administrative Reminders: Registration, Add/Drop, Sick Leave, LOA, plagiarism, late assignments.
◈	A Look at Language: Standard English vs. Dialect (+ Discussion) Benefits of Language Flexibility (CSME, self-marketability, etc.) Preliminary Quiz; Avoidance of Plagiarism & APA Style
◈	Vocabulary [Give study sheets: Root Words, Prefixes, Suffixes: Commonly Misspelled Words]

Week 2

◈	Basic Parts of Speech; Types of Nouns
◈	Types of Verbs (action, linking, verb phrase; Transitive and Intransitive Verbs
◈	Subject/Verb Agreement
◈	Prepositions and Prepositional Phrases & relationship to subject
◈	Punctuation: part 1 Semicolons, Colon, Comma Usage
◈	Dangling Modifier& Parallelism

Week 3

◈	Types of Sentences and End Punctuation
◈	Review Basic Sentence analysis
◈	Capitalization Rules
◈	Complete and Incomplete Sentences
◈	Subjects and Predicates
◈	Simple Subjects and Simple Predicates
◈	Correcting fragments, run-ons and comma splices
◈	Vocabulary Context clues; Syllabication

Week 4

- Reading: Main Idea; Patterns of Development, Paragraph Structure/Topic sentence; Major and Minor Details
- Paragraph Writing Types of writing; paragraph structure (topic sentence, main idea, major/minor details, transitions)

Week 5

- Parts of the Essay (Introduction, Body and Conclusion) ◈ Examining types of essays i.e., Expository and Descriptive.
- Planning an essay (Essay planning sheet)
- Punctuation: part 2- Dash, Hyphen, Ellipsis, and Quotation Marks

Week 6

- Expository Writing
- Analysis of sample expository essay using skeleton outline
- Writing an introduction and a conclusion for expository essay
- More Vocabulary and Reading Exercises
- Written Assignment #1 (Expository Essay)

Week 7

- Introduction to Descriptive Writing
- (Figures of Speech (Simile, metaphor, personification, onomatopoeia) ◈ Written Assignment 2 - Descriptive Essay due in Week 9.
- Review for Mid-Terms
- TEST #2 based on weeks 4, 5, 6, and 7.

Week 8

- MID- TERMS

Week 9

- Introduction to Project
- Tips for working in groups
- Review of Descriptive Writing
- Written Assignment #2 (Descriptive Essay)

Week 10

- Reading and Comprehension
- Comprehension: Literal/Inferential
- Comprehension: Critical and Creative

Week 11

- Faulty Parallelism
- Dangling Modifiers
- Plurals and Possessives: Using the Apostrophe
- Vocabulary

Week 12

- Assignment #3 Comprehension
- Organization and preparation for presentation

Week 13

- Organization and preparation for presentation
- Preparation for Final Exam

Week 14: Presentations

- Group Presentation

Week 15

- Review and Practice
- Close out discussions

Week 16

- Final Exam

Master Syllabus
School of Arts and Sciences Master Syllabi

Foundation Mathematics

Course
MATH 001
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Stefan Hypolite

Course Director Name: Dr. Senthilkumar

Course Lecturer(s) Contact Information:shypoli1@sgu.edu

Course Director Contact Information: ssomasun@sgu.edu, (473- 439-2000 ext. 3419

Course Lecturer(s) Office Hours: Tuesdays & Thrusdays 10:00am – 12:30pm

Course Director Office Hours: TBA

Course Lecturer(s) Office Location: St. Andrews Hall 2, Top Floor

Course Support: Mary Celestine mcelestine@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 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.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text::A Complete Course with CXC Questions Volume 1 Raymond Toolsie, Caribbean Education Publishers.

Course Grading Requirement:

CourseWork	AllocatedMark
Class Participation/Attendance	10%
Pop Quizzes (6)	10%
In-Class Quizzes (2)	20%
Takehome Quizzes(averageof2)	10%

Mid-Term Exam	25%
Final Exam	25%
Total	**100%**

Course Requirements:

Students will be required to:

1. be prepared for class by doing the necessary readings
2. contribute thoughtful ideas to class discussions and engage in constructive debate
3. conduct themselves in an appropriate manner, including being respectful of the opinions of others
4. listen carefully to instructions given, if you do not understand, ask the instructor
5. students should bring the text to class at all times, unless instructed otherwise-or all other materials, as directed.

Course Schedule:

Week 1

- **Course introduction, use of the calculator, number theory**

Week 2

- **Computation: Whole numbers, fractions, prime factorizations and word problems.**

Week 3

- **Computation: Decimals, percents, word problems, significant figures, standard notation, and round-off techniques of numbers.**

Week 4

- **Consumer Arithmetic: Identify and compute cost price, selling price, profit, loss and commission.**
- **Take Home Assessment I – out Tuesday**

Week 5

- **Consumer Arithmetic: Calculations of ratios, simple interest problems.**
- **Take Home Assessment I – in Tuesday**

Week 6

- **Set theory: Identification of set notations and computation of set theory problems.**
- **Take Home Assessment I – returned Tuesday**
- **Quiz I – in class Tuesday**

Week 7

- **Return Quiz I – Thursday and reviewed**

Week 8

- **Mid-term Exam week**

Week 9

- **Algebra introduction: Using symbols to represent numbers**

Week 10

- **Substituting numeral for symbols in algebraic expressions**

Week 11

- **Addition, subtraction, multiplication and division of algebraic terms**
- **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 unknow side of a right-angled triangle.**
- **Review for final exams**

Week 16 –

- **Final Exam week**

Master Syllabus
School of Arts and Sciences Master Syllabi

Foundations for Communications

Course
ENGL 335
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information

Course Lecturer Names:	Kasey Larson & Deborah Weinheimer
Course Director Name:	**Deborah Weinheimer**

Contact Information:

- Deborah Weinheimer
  E-mail: dweinhei@sgu.edu: Virtual appointments: https://dweinheimer.youcanbook.me; Office: DES, 3rd floor; Phone: 444-4175 (ext. 3161)
- Kasey Larson
  E-mail: klarson@sgu.edu; Virtual appointments: https://kasey-larson.youcanbook.me; Office: DES, 3rd floor; Phone: 444-4175 (ext. 3372)

Office Hours: All faculty appointments must be made using **YouCanBookMe.** Use the links above to set up individual appointments with the faculty. If the available appointment times listed on youcanbook.me conflict with your schedule, contact the faculty through e-mail to request an alternate time.

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:

"Foundations for Communication" (FC) is a skills-based course intended to provide communication skills necessary for success in 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 specific language skills (reading, writing, listening, and speaking) as well as general communication skills, critical thinking, and cultural awareness. Overall, students will gain confidence in their ability to communicate effectively through the language and culture of medicine.

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 and asynchronous, self-directed learning classes/assignments.

Course Objectives:

This course will guide student in exploring three themed sections that focus on specific skill sets: reading/writing, speaking/listening, and self-directed learning. Each themed section has separate assignments that work together to allow students to develop and apply language, skills, and strategies within a meaningful context. Active participation in all course activities will facilitate students' achievement of the following student learning outcomes:

Student Learning Outcomes:

1. Utilize university services to improve student experiences.
2. Demonstrate cultural and professional competencies in interactions of various contexts.
3. Apply academic literacy and technological skills to complete course tasks and assignments.
4. Develop a growth mindset through reflective practices.
5. Apply paraphrasing and summarizing skills orally and in writing.
6. Construct themed paragraphs by synthesizing information from various sources.
7. Use formal and informal language that is appropriate for the situation. 8. Critically appraise sources for use in academic settings.
9. Distill information from sources to draw connections and conclusions.
10. Evaluate your own and others' oral and written communication.

11. Modify performance and assignments using your own and others' feedback.
12. Develop a stance that shows comparison, causation, or persuasion orally and in writing.

EMP Program Goals 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

Graded Components	Percentage of Total Grade
Attendance & Professionalism	10%
Self-directed Learning	20%
Reading & Writing	35%
Speaking & Listening	35%
Total	100%

Course Requirements:

Attendance and Professionalism (10%)

Attendance and professionalism are essential in FC 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.	Student joined session after class start time but within 10 minutes OR left within 10 minutes of class.	Student is on time and prepared for synchronous sessions when class begins.
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 professionalism requirements, or if an unanticipated circumstance prevents you from meeting the requirements, you must notify your course instructors *before* the next class/deadline to be excused.

Self-directed Learning 20%

Being a self-sufficient learner contributes to student success in academic settings. To encourage more self-sufficiency, a portion of FC is fully self-directed. This means that you will be provided with guidelines and goals that you are expected to meet on your own before the assigned deadlines. Specific instructions and deadlines for completing the following goals will be posted in MyCourses:

- *Learning Strategist (LS) Session 1, 2, 3, & 4*
- *Peer Learning Group (PLG)1 & 2*
- *Tech & Typing Session*
- *Psychological Services Center (PSC) Appointment*
- *MAC Module (block 2)*

Reading & Writing 35%

Students will participate in various written assignments and drafts, peer-review, reading activities, and reflections to assess students' ability to provide and address feedback, engage with scientific articles, and meet course learning outcomes. The guidelines for each reading/writing assignment and their rubrics will be posted in MyCourses:

Professional E-mail

Reading Strategy Reflection

Summary Assignment

Synthesis Assignment

Argumentative Group Essay

Speaking & Listening 35%

Students will demonstrate their ability to meet the course learning outcomes by engaging in discussions, role plays, reflections, presentations, and debates with classmates and instructors. Students are expected to apply feedback and build on skills learned in previous assignments as the course progresses. These assignments will be evaluated using separate guidelines and rubrics found in MyCourses:

- *Professional Role Play*
- *Team Building Challenge*

- *Reflection Summary Presentation*
- *Impromptu Speech Assignment*
- *Debate*

Course Schedule*

S = Synchronous class; **A** = Asynchronous class; **R** = Reading; **W** = Writing; **Sp** = Speaking; **L** = Listening

Wk	Dates	Class Topic	Homework Assigned	Homework Due**
1	Jan 17 **S**	Introduction, course expectations, syllabus review		
	Jan 18 **S**	**R/W:** Academic professionalism in Reading and Writing Introduction for (pre-)med school and beyond.		
	Jan 19 **S**	**Sp/L**: Formal vs. informal interactions (demeanor, language, interactions. Introduce role play and challenge assignment)	• Professional role play • Team building challenge	
	Jan 20 **S**	**R/W:** Reading diagnostic & reading strategies		
	Jan 21 **S**	University services and self-directed learning expectations (Gillian Francis PLG/SL & LStrat)	• Register for a PLG (1) • Book an LS appt to discuss scheduling (session 1)	
2	Jan 24 **S**	**Sp/L**: Listening for main ideas +group interaction strategies		
	Jan 25 **S**	**R/W:** Professional Emails		
	Jan 26 **S**	**Sp/L**: Professional interaction role play		Professional role play
	Jan 27 **S**	**R/W:** Professional Emails continued	Professional Email Assessment	
	Jan 28 **A**	Self-directed learning	Book a LS appt to discuss note-taking (session 2)	LS Session 1: submit schedule
3	Jan 31 **S**	**Sp/L**: Team building challenge + reflection (how did the group work go, specific examples, group discussion to reflect using interaction strategies)	Team building reflection notes	Team building challenge
	Feb 1 **S**	**R/W:** Reading & Writing for Main Ideas Intro		Professional Email Assessment
	Feb 2 **S**	**Sp/L**: verbal summary + presentation skills	Reflection summary presentation	Team building reflection notes
	Feb 3 **S**	**R/W:** Summarizing 1		

	Feb 4 **A**	Self-directed learning	Typing Session	PLG 1: submit reflection
4	Feb 7-11	*PCLN Exams – No class*		
5	Feb 14 **S**	**Sp/L**: Reflection summary presentations		Reflection summary presentation
	Feb 15 **S**	**R/W:** Summarizing 2	• Summary Check-in • Summary Assignment Draft 1 • Reading Strategy Reflections	
	Feb 16 **S**	**Sp/L**: Summary presentation follow-up (discussion about themes within groups)		
	Feb 17 **S**	**R/W:** Summary Assignment Workshop Day		Summary Check-in
	Feb 18 **A**	Self-directed learning	Book LS to discuss topic of choice (session 3)	LS Session 2: submit lecture notes
6	Feb 21 **S**	**Sp/L**: PSC Guest Speaker (cultural differences and holding space for others)		
	Feb 22 **S**	**R/W:** Reading & Writing for Specific Details Intro		
	Feb 23 **S**	**Sp/L**: Introduction to impromptu speech assignment (what is improv + brief practice)	Impromptu speech assignment	
	Feb 24 **S**	**R/W:** Paraphrasing & Summary Review		Summary Assignment Draft 1
	Feb 25 **A**	Self-directed learning	Review PSC guest lecture session	

7	Feb 28 **S**	**Sp/L**: Inference (drawing conclusions and reading between the lines)		
	Mar 1 **S**	**R/W:** Synthesis 1		Reading Strategy Reflection Part 1
	Mar 2 **S**	**Sp/L**: Improvisation activities		
	Mar 3 **S**	**R/W:** Synthesis 2	Summary Assignment Final	

	Mar 4 **A**	Self-directed learning	Choose one MAC session (block 2) to complete during weeks 10-15	Typing/Tech session due
8	Mar 7-11	*Midterm Exams – No class*		Summary assignment final *due Mar 11 by 11:55 PM*
9	Mar 14 **S**	**Sp/L**: Note-taking (practice listening and noting inferences and main points)		
	Mar 15 **S**	**R/W:** Synthesis 3	· Synthesis Check-in · Synthesis Assessment Draft 1	
	Mar 16 **S**	**Sp/L**: Impromptu speech practice		
	Mar 17 **S**	**R/W:** Synthesis Writing Workshop Day		Synthesis Check-in
	Mar 18 **A**	Self-directed learning	Book PLG 2 (different class)	LS: submit session 3 reflection
10	Mar 21 **S**	**Sp/L**: Compare and contrast impromptu speech day		Impromptu speech assignment due
	Mar 22 **S**	**R/W:** Introduction to Argumentation		Synthesis Assessment Draft 1
	Mar 23 **S**	**Sp/L**: Impromptu speech follow-up discussion		
	Mar 24 **S**	**R/W:** Finding Sources and Assessing Credibility	Sources for Essay Assignment	Reading Strategy Reflection Part 2
	Mar 25 **A**	Self-directed learning	Book LS to discuss topic of choice (session 4)	PSC: Submit reflection
11	Mar 28 **S**	**Sp/L**: Introduction to debate assignment (choose topic)	Debate assignment	
	Mar 29 **S**	**R/W:** General Essay Format & Introductions	Synthesis Assessment Final	
	Mar 30 **S**	**Sp/L**: Verbal arguments (ethos, pathos, logos)		
	Mar 31 **S**	**R/W:** The MEAL Plan		Sources for Essay Assignment
	Apr 1 **A**	Self-directed learning		PLG 2: Submit reflection
12	Apr 4-8	*PCLN Exams – No class*		Synthesis assessment final *due Apr 8 by 11:55 PM*

13	Apr 11 **S**	**Sp/L**: Politely disagreeing (rebuttals)		
	Apr 12 **S**	**R/W:** Analysis & Counterarguments		
	Apr 13 **S**	**Sp/L**: Intro to debate (structure, rebuttals vs. refutation)		
	Apr 14 **S**	**R/W:** More on Analysis and Conclusions	• Argumentative Essay Check-in - Outline	
			• Argumentative Group Essay Draft 1	
	Apr 15	*Good Friday – No class*		
14	Apr 18	*Holy Monday – No class*		
	Apr 19 **S**	**R/W:** Inferencing & Argumentative Essay Workshop Day		Argumentative Essay Check-in – Outline
	Apr 20 **S**	**Sp/L:** Debate Skills (note-taking, tone & bias)		
	Apr 21 **S**	**R/W:** Argumentative Essay Workshop Day		
	Apr 22 **A**	Self-directed learning		LS: submit session 4 reflection
15	Apr 25 **S**	**R/W/Sp/L:** Workshop - Debate and Persuasion Assignments	Argumentative Group Essay Final	Argumentative Group Essay Draft 1
	Apr 26 **S**	**Sp/L:** Debate		Debate Group 1 Outline & Peer Evaluation
	Apr 27 **S**	**Sp/L:** Debate		Debate Group 2 Outline & Peer Evaluation
	Apr 28 **S**	**R/W/Sp/L:** Course Wrap-up		Reading Strategy Reflection Part 3
	Apr 29 **A**	Self-directed learning		MAC session passed (all sessions and assignments completed)
16	May 2-6	*Final Exams – No class*		Argumentative group essay final d*ue May 4 by 11:55 PM*

* Schedule may change throughout the term. All changes will be announced in class and updated on the syllabus.

** Homework is due 5 minutes before the start of class time on the day it is due, unless otherwise stated.

Master Syllabus
School of Arts and Sciences Master Syllabi

Freshwater and Estuarine Ecology

Course
BIOL 312
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: by appointment

Course Director Office Hours: by appointment

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

Course Director Office Location: TBD

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, x3435

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

Course Curriculum Information
Course Description:

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

Course Objectives:

1. Identify the major freshwater and estuarine ecosystems worldwide, in the America/Caribbean region, and in Grenada.
2. Identify the physical, chemical, biological, and ecological characteristics of the different freshwater and estuarine ecosystems.

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

Student Learning Outcomes:

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

Technical Skills Outcomes:

TSO-BIOL312-1. Use of refractometer to measure water salinity

TSO-BIOL312-2- Use of turbidity meter to measure turbidity in water

TSO-BIOL312-3- Use of pH meter to determine pH of a solution

TSO-BIOL312-4- Use of D.O. meter to measure dissolved oxygen in water

TSO-BIOL312-5- Use of colorimetric kits and spectrophotometry to measure chemical parameter of solutions and compounds (eg. Water nutrients and chemical analysis) TSO-BIOL312-6- Use of Secchi Disc to determine turbidity of a water column

TSO-BIOL312-7- Use of thief samplers such as Van Dorn or Kemmerer Bottles to collect water samples

TSO-BIOL312-8- Use of current meter to measure stream flow velocity

TSO-BIOL312-9- Use of titration method to estimate the concentration of Dissolved Oxygen TSO-BIOL312-10- Use of centrifuge and spectrophotometer for the estimation of concentration of chlorophyll-a in water samples

TSO-BIOL312-11- Use of BOD bottles for the estimation of phytoplankton primary productivity

TSO-BIOL312-12- Use of analytical and digital thermometers to measure temperature

TSO-BIOL312-13- Use of spreadsheets to enter, collate, analyze and display data graphically TSO-BIOL312-14- Use of SPSS statistical software to conduct data analyses and display data graphically

TSO-BIOL312-15- Use of surgical instruments and necropsy to observe cellular, tissue, organs and other anatomical features of specimen and to prepare illustrative diagrams

TSO-BIOL312-16- Use of towing nets to collect samples of phytoplankton and zooplankton

TSO-BIOL312-17- Use of Sedgwick-Rafter cameras for the enumeration of zooplankton

TSO-BIOL312-18- Use of barrier nets for the collection of bioseston

TSO- BIOL312-19- Use of a drag sampling device for the collection of benthic macroinvertebrates samples

TSO-BIOL312-20- Use of a core sampling device to collect soil samples

TSO-BIOL312-21- Use of taxonomic/dichotomous keys to identify species of organisms

TSO-BIOL312-22- Use of compound and stereo dissecting microscope to observe cells, anatomical features and microbial organisms

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 = 64.4% or less

Course Materials:

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

1. Day, J.W, Kemp, W.M, Yanez-Arancibia, A. and B.C. Crump. 2012. Estuarine Ecology. Willey Blackwell.
2. Dodds, W.K. and M.R. Whiles. 2019. Freshwater Ecology. Third Edition. Elsevier.
3. Giller, P.S. and B. Malmqvist. 2011. The Biology of Streams and Rivers. Oxford University Press.
4. Wetzel, R.G. 2001. Limnology: Lake and River Ecosystems. Third Edition. Academic Press. https://www.pdfdrive.com/limnology-lake-and-river-ecosystems-d178997141.html
5. Wetzel, R.G., and G.E. Likens. 2000. Limnological Analyses. Third Edition. Springer.
6. O'Sullivan, P.E. and C.S. Reynolds. 2005. The Lakes Handbook. Vol. I. Limnology and Limnetic Ecology. Blackwell. Publishing. https://www.pdfdrive.com/ the-lakes-handbook-volume-i-limnology-and- limnetic-ecologyd157204230.html

Supplementary Readings/Resources:

Additional reading materials and resources will be posted on Sakai.

Course Grading Requirement:

Student learning will be assessed by:

- Three (3) exams
- Two (2) topic oral presentations to be selected from given options

- Three (3) reading assignments and discussions.
- Two (2) Projects presentations (oral and written report)

Grading will be distributed as follow:

- Three (3) Exams: 45% (15% each)
- Two (2) Topic Oral Presentations 10% (5% each)
- Three (3) reading assignments and discussions: 15% (5% each)
- Two (2) Project Presentations (Written and Oral): 30 % (15 % each)
- TOTAL: 100 %

Course Requirements: n/a

Course Schedule:

WEEK	**LECTURE Monday**	**LECTURE Wednesday**	**LAB. Thurs**day
1 (01/ 17-20)	CLASS 1: Course information	CLASS 2 - Unit 1: Lakes global distribution. Lake origin and formation.	• Laboratory information • Practice: Ecological Characterization of Lake Grand Etang (1 pm to 2:30 pm)
2 (01/ 24-27)	CLASS 3 - Unit 1: Lakes and ponds abiotic frame.	CLASS 4: Unit 1: Lake biota (1)	NO LAB
3 (01/ 21-02/ 03)	CLASS 5: Uni1 1: Lake biota 2 and sampling methods	CLASS 6: Unit 1: Food web interactions in lakes and ponds	**Field Trip Lake Grand Etang: 1 pm to 5 pm**
4 (02/ 07-10)	CLASS 7: Unit 1: Environmental threats in lakes and ponds	CLASS 8: Unit 1: Topic Presentations	Sample analysis from Grand Etang field trip. (1 pm to 5 pm)
5 (02/ 14-17)	CLASS 9: Unit 1: Reading Assignment 1 – Discussion and Submission deadline	CLASS 10: Unit 1: Exam Lentic Environment (Lakes and Ponds)	Sample analysis from Grand Etang field trip (1 pm to 5 pm)
6 (02/ 21-24)	CLASS 11: Unit 2: Introduction to rivers and streams. Types of Lotic Ecosystems.	CLASS 12: UNIT 2: Rivers and streams abiotic frame	Submission and Discussion of Grand Etang Report (1 pm to 2:30 pm)
7 (02/ 28-03/ 02)	CLASS 13: Unit 2: Water chemistry, flow and hydraulics.	CLASS 14: Unit 2: Lotic biota	NO LAB
8 (03/ 07-10)		**NO CLASS – Midterms Week**	
9 (03/ 14-17)	CLASS 15: Unit 2: Physiological adaptations	CLASS 16: Unit 2: Interactions, community patters and biogeography	Introduction to Field Trip: Lotic Environment (1 pm – 2:30 pm)
10 (03/ 21-24)	CLASS 17: Unit 2: Uses and environmental threats on lotic ecosystems.	CLASS 18: Unit 2: Topic Presentations	**Field Trip Lotic Ecosystem (1 pm to 5 pm)**
11 (03/ 28-31)	CLASS 19: Unit 2: Reading Assignment Submission and Discussion	EXAM 2: Lotic ecosystems	Sample Analysis for field trip Lotic Ecosystem (1 pm to 5 pm)

12 (04/04-07)	CLASS 21: Unit 3: Estuaries introduction and geomorphology	CLASS 22: Unit 3: Estuarine chemistry	Submission and Discussion of Lotic Ecosystem report (1 pm to 2:30 pm)
13 (04/11-14)	CLASS 23: Unit 3: Estuarine Primary Producers	CLASS 24: Unit 3: Estuarine microbial community and secondary producers	NO LAB
14 (04/18-21)	CLASS 25: Unit 3: Estuarine Fauna	CLASS 26: Unit 3: Estuarine Metabolism and Food Web	NO LAB
15 (04/25-28)	CLASS 27: Unit 3: Environmental threats on estuaries	CLASS 28: Unit 3: Reading assignment submission and discussion	NO LAB
16 (05/2-5)	EXAM 3: Estuarine Ecosystems	NO CLASS – Finals Week	

Master Syllabus
School of Arts and Sciences Master Syllabi

Fundamentals of Political Economy

Course
ECON 101
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Gregory Renwick BBA, MA, LLB (Hons)

Course Director Name: Gregory Renwick

Course Lecturer(s) Contact Information: 439- 2000/4433395, 4147500

Course Director Contact Information: 439-2000 ext 3361

Course Lecturer(s) Office Hours: OPEN

Course Director Office Hours: Open

Course Lecturer(s) Office Location: Balisier Building

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 another 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 the great economic thinkers throughout the centuries.
3. Explain the relationship between pre-capitalist and capitalist societies.
4. Explain how political economy has been transformed from the past to the present.
5. Students will be exposed to a multidisciplinary curriculum that allows them to analyze their findings through a theoretical approach.
6. Explain how political economy has been transformed from the past to the present.
7. Applying concepts of political economy to contemporary issues.

Student Learning Outcomes:

On completion of this course

1. 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 2. Be able to analyze problems and address problems in policy applications that impact society 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 – 20%
Midterm take home assignment – 30%
Final/Project Presentation – 35%
Class participation and Discussion – 15%

Students will be required

1. To read material on the relevant topics before class.
2. Submit assignments in a timely manner.
3. Participate in classroom discussion.
4. Be courteous and respectful of other participants' contribution.
5. Attend and be punctual in attendance for class.

Course Schedule

Weeks	**Topic**	**Reading**
Week 1	Topic 1. The economic way of thinking	Miller, Eonimics Today, 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, A short History of Economic Though, pages 21-32 Samuels, Warren, A Companion to the History of Economic Thought, pages 11 to 14
Week 5	Topic 4. Pre-Classical Economics (18th century and earlier)	Sandelin, Bo, A Short History of Economic Thought, pages 3 to 14; Class handouts
Week 6-7	Topic 5. The Mercantilist era	Samuels, Warren, A Companion to the History of Economic Thought, pages 46 to 60
Week 8		Midterm Assignment
Weeks 9-10	Topic 7. The significance of the Labor Theory of Value	Dooley, Peter The Labour Theory of Value, Pages 136 to 162
Week 11	Topic 8. The Marxist and Malthusian dismal economics	Foley, Duncan K. Notes on the Theoretical Foundations of Political Economy
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, The Theory of the Leisure Class
Class 14-15	Topic 11. Capital and Labor tensions	Sorenson, Michael, Capital and Labor; Can the conflict be solved?
W**eek 06**	**Presentation**	**Final Papers' Submission**

Master Syllabus

School of Arts and Sciences Master Syllabi

General Biology

Course
BIOL 220
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
ALL TIMES ARE SETUP TO GRENADA LOCAL TIME ZONE

Course Director Name: Ms. Atoum Abdullah

Course Lecturer Name(s): Ms. Atoum Abdullah, Ms. Kafi James, Dr. Felicia Ikolo

Course Director Contact Information: aabdulla@sgu.edu (1473- 439 2000. Ext. 3451)

Course Lecturer(s) Contact Information: kjames@sgu.edu, fikolo@sgu.edu

Course Director Office Hours: by email appointment.

Course Management tool:

- Sakai (MyCourses) – Course material
- Exemplify (exam soft) – Quizzes and Exams
- Turning Point App for your smartphone – in-class participation
- ZOOM for live streamed lectures
- Panopto for recorded lectures

Course Description
General Biology introduces students to the fundamental principles of biology and examines life processes at the molecular, cellular and organismal levels. Macromolecules and their role in cellular structure; cell organization and communication; metabolism and harvesting of energy through cellular respiration; the cell cycle; meiosis; mitosis; genetics; evolution and the origin of species will all be explored.

Course Objectives:

1. To understand the chemical basis of life.
2. To understand the structure and functions of cells.
3. To be able to describe how biological systems process energy.
4. To understand the importance and cellular functions of DNA RNA and proteins.
5. To gain a basic understanding of the mechanisms of inheritance.
6. To gain a basic understanding of the structure, physiology and importance of bacteria, viruses and fungi.
7. To understand macro and micro evolution, speciation and interaction between species.

Student Learning Outcomes

1. To understand the importance of water to biological systems and relate its structure to its function.
2. Describe the structure and functions of macromolecules.
3. Describe the structure of the cell and differentiate between prokaryotic and eukaryotic cells.
4. To describe the functions of the individual constituents of cells and understand how they coordinate their activities.
5. To understand the importance of enzymes, describe their structure and predict the outcome of different factors on enzyme activity.
6. Understand and describe the process of cellular respiration.

7. Recall the stages of cell cycle and describe the differences between normal and cancer cells.
8. Distinguish between meiosis and mitosis.
9. Predict the genotype and phenotype of genetic crosses and perform pedigree analysis.
10. Understand basic concepts in replication, transcription and translation.
11. Briefly describe the structures, physiology and genetics of bacteria, viruses and fungi.
12. To discuss the origin of life, evolution of populations and the origin or species.
13. To learn to think critically and communicate appropriately about the processes and concepts studied.
14. Write and discuss about important biology related topics individually or in groups.

SAS Grading Scale
Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

- Lecture Notes
- NEW Recommended Text: Campbell Biology, 12th edition Urry, Cain, Wasserman, Minorsky, Orr.

Course Requirements and Percent of Grade:
All quizzes will be computer bases online quizzes using ExamSoft, all quizzes will be open on Friday and closed on Monday midnight-Grenada time (No extension will be given to the deadline).

All exams will be computer based using ExamSoft software with exam monitor and exam ID required.

Quiz-1 covers lecture 1 – 6

Quiz-2 covers lecture 7 – 11

Midterm exam covers lecture 1 – 11

Quiz-3 covers lecture 12 – 18

Quiz-4 covers lecture 19 – 24

Final exam covers lecture 12 – 24

Grade distribution:

Quizzes: There will be four quizzes (each worth 10% of your final grade*,**,***)	**30%**
Exams: There will be two major exams, (each worth 25% of your final grade)	**50%**
Labs: A total of four labs (each lab worth 3% of your final grade)	**12%**
Presentation: Oral presentation worth 4% of your final grade	**4%**
iMCQs: There will be two iMCQ sessions (each worth 1% of your final grade)	**2%**
Attendance: worth 2% of your final grade	**2%**

* The quiz with your lowest mark will be dropped

****** There will be no make-up quizzes offered

******* No extension will be given to the quiz submission deadline

BIOL 220 Lab
Labs:

- Four labs in total.
    - Lab# 1 Food Test o Lab# 2 Light Microscopy- Observing cheek cells o Lab# 3 DNA Extraction – Isolating and observing DNA o Lab# 4 Light Microscopy- Observing prokaryotic cells
- Each lab worth 3% of your final grade.
- A pre-lab recording will be posted ahead of each lab session along with lab report worksheet.
- Live lab discussion will take place in the lab on the designated Wednesdays

As a student of this course you are required to:

1. Read and be prepared for each laboratory session by reading the Pre-Lab instructions.
2. Watch the recorded lab / videos / simulation / animations and follow any guided instructions indicated for that lab.
3. Attend the live lab session and participate in the discussion.
4. A lab worksheet will be provided on SAKAI and students are required to complete and submit your lab report for each experiment on the designated due date indicated in the schedule.
5. A drop box under Assignments will be provided on Sakai for this purpose.

Presentation Guidelines
Presentations/Seminars

All students are required to prepare a presentation on a topic of current or personal interest.

- Students will present this information to their colleagues in the lecture hall or on Zoom on the designated day in the schedule.
- Presentations will be followed by a discussion for clarification or airing of divergent views.
- Students should appropriately cite and use information from scientific journals or from RELIABLE internet sites.
- It is recommended that the presentation be done in PowerPoint.
- Oral presentation is worth 4% of your final grade.

<u>Some suggested topics</u>

- Cancer
- Genetic Disorders: Cystic Fibrosis, Sickle Cell Anemia, Tay Sacs
- Hypertension and Diabetes
- Cloning (ethical issues)
- Genetic Reprogramming
- Euthanasia
- Global warming- **what can we do?**
- Increased prevalence of obesity, asthma, diabetes, stroke...why?
- Most prevalent diseases in your country.... why? Genetics, bad habits, both? Options for reducing the risk?
- Current ecological problems/solutions in your country
- Stem cells-latest research claims

Grading Rubric for Oral Presentation (4% of final grade)

I. <u>Oral Presentation Rubric:</u>

Please pay attention to every item below while preparing and presenting your presentation

- Oral presentation is presented live or live on Zoom. Sign-up sheet will be sent to you to sign up for a time slot.
- No limit to the number of slides but anything between 8 and 15 is acceptable.
- A copy of the personation PowerPoint must be submitted to the Assignment folder on

Category	Scoring Criteria	Points
Organization	Presents information in logical sequence	10
	Clearly states significance	5
	Appropriately cites at least three references	5
Content	Identifies research question/states thesis & Discuss topic-	10
	Evaluates results, methodology and conclusions	10
Style/Delivery	Speaks in clear, loud voice	10
	Length of presentation is within assigned time-**10mins**	10
Use of Visual Aids	Describes and positions images and figures well	10
	Summarizes data and/or conclusions in charts	10
	Presentation is effortlessly viewed by audience	5
Ability to answer questions	Anticipates, understands, and responds to audience questions	10
	Integrates knowledge to answer questions	5

SAKAI on the due date designated in the schedule.

Lectures Objectives:
Lecture # 1 Chemical Principles

1. Describe the components of an atom.
2. Differentiate between an element, a molecule and a compound.
3. List the elements of life: CHON, KCaPS.
4. Define an isotope.
5. Differentiate between covalent bond and non-covalent bonds.
6. Differentiate between polar and non-polar bonds.
7. Describe Ionic bonds.
8. Define a hydrogen bond.

Lecture # 2 Water Properties

1. Discuss how the polarity of water molecules results in hydrogen bonding.
2. Explain why water clings to polar molecules, and why it repels non-polar molecules.
3. Discuss how the four emergent properties of water contribute to Earth's sustainability for life.
4. Explain what pH is in relation to H^+ and OH^- ions.
5. Explain why organisms are sensitive to changes in pH and temperature.
6. Discuss the role of buffers in maintaining pH.

Lecture # 3 Carbohydrates and Lipids

1. Define hydrocarbons.
2. Define *structural* isomers, *cis and trans, define enantiomers*.
3. Recall and recognize the different types of functional groups.
4. Describe the basic structures of carbohydrates including mono- di and poly saccharides.
5. Discuss the roles of carbohydrates.
6. Describe the basic structures lipids including (fats/oils, phospholipids, steroids).
7. Discuss why fats are non-polar.
8. Discuss the roles of lipids.
9. Explain why sugar dissolves in water, but fats do not.
10. Distinguish between saturated and unsaturated fatty acids.

Lecture # 4 Protein and Nucleic Acids

1. Describe the structure of protein
2. Describe the structure of an amino acid and a peptide bond.
3. Discuss the biological roles of proteins.
4. Discuss and differentiate between the different levels of protein structure.
5. Discuss factors affecting protein structure.
6. Describe the structure of a nucleotide: *nitrogenous bases, pentose sugars, phosphate group.*
7. Distinguish between a nucleotide and a nucleic acid.
8. Discuss the structure of DNA and RNA.
9. Distinguish between the structures of DNA vs RNA.

Lecture # 5 The Cell - Nucleus & Endomembrane

1. List all the organelles of a cell and describe their general structure and their function.
2. Identify the organelles containing DNA.
3. Explain the endosymbiont theory.
4. Identify the organelles that are part of the endomembranous system.
5. Discuss the functions of the endo-membrane system.

Lecture # 6 The Cell - Cytoskeleton & Endosymbiosis

1. Understand the components and the function of the cytoskeleton.
2. Identify the structure and the function of microtubules found in centrioles, cilia and flagella.
3. Identify the structure and the function of microfilaments including Actin filament and Microvilli.
4. Identify the structure and the function of intermediate filaments including nuclear lamina.
5. Discuss the function of extracellular components and connection between cells including cell walls and cell junctions.

Lecture # 7 Plasma Membrane

1. Describe the structure of the plasma membrane.
2. Discuss the role of proteins and carbohydrates in membranes.
3. Discuss membrane fluidity: role of fatty acids and cholesterol.
4. Discuss the selective nature of the plasma membrane.
5. Describe the various ways substances can be transported across the plasma membrane: *diffusion, active transport, bulk transport.*

Lecture # 8 Cellular Signaling

1. List and discuss the various types of cell signaling.
2. Discuss intracellular receptors, particularly those involved in gene regulation.
3. List and describe the various cell surface receptors, differentiating between ion channels, enzymatic receptors, and G-protein linked receptors.
4. Describe the stages of cell signaling.
5. Understand and describe the role of second messengers.
6. Discuss different aspects of fine-tuning of cellular responses.

Lecture # 9 Introduction to Metabolism

1. Differentiate between kinetic and potential energy.
2. Discuss the laws of thermodynamics.
3. Differentiate between catabolic and anabolic reactions.
4. Define free energy.
5. Differentiate between exergonic and endergonic reactions.
6. Understand the role of energy coupling in cells.
7. Discuss the structure of ATP and its role in energy transfer.
8. Recall the ATP cycle.

Lecture # 10 Enzymes

1. Understand the role of enzymes as biological catalysts.
2. Define activation energy.
3. Explain the impact of enzymes on activation energy.
4. Recall the stages of the catalytic cycle of an enzyme.
5. Discuss the impact of substrate concentration, temperature and pH on enzyme activity.
6. Discuss the importance of cofactors.
7. Discuss competitive, non-competitive and allosteric enzyme inhibition.
8. Discuss enzyme cooperativity.
9. Discuss the role of feedback inhibition and compartmentalization on metabolism.

Lecture # 11 Cellular Respiration

1. List the major types of enzymes involved in glucose breakdown, and the function of each.
2. In the presence of partial diagrams of glycolysis, pyruvate oxidation and the citric acid cycle, explain what action has been mediated by the enzyme, identify the substrates, the products and the steps which make ATP.
3. Discuss the difference between substrate level and oxidative phosphorylation.
4. Identify the location in the cell where each phase occurs.
5. Discuss the electron transport chain and Chemiosmosis.

Lecture # 12 Mitosis

1. Discuss the cell cycle and the importance of cell division.
2. Describe the changes that occur in chromosomes prior to mitosis.
3. List the stages and the events that occur in each mitotic stage.
4. Visually identify the stages of mitosis.
5. Explain the role of cyclins and cyclin dependent kinases in cell division.
6. Explain why regulation of cell growth is important.
7. Differentiate between internal and external cell division signals.
8. Differentiate between an oncogene and a proto-oncogene.
9. Explain the *modus operandi* for tumor suppression genes.
10. Discuss the ways in which cancer cells are different from normal cells.

Lecture # 13 Meiosis

1. Define meiosis.
2. Explain why the reduction in chromosome number in germ cells is important.
3. Differentiate between sister chromatids and homologous chromosomes.
4. List the stages of meiosis.
5. Describe synapsis in Prophase I.
6. Distinguish between mitotic prophase, meiotic prophase I, and meiotic prophase II.
7. Differentiate between metaphase of meiosis and mitosis, and between metaphase I and ll.
8. Differentiate between anaphase of meiosis and mitosis, and between anaphase I and II.
9. Differentiate between asexual reproduction, such as binary fission and meiosis.
10. Explain how independent assortment, random fertilization and crossing over contribute to population variability.

Lecture # 14 DNA Structure and Topology

1. Describe the classical experiments involved in the determination of DNA as the genetic material.
2. List the components of nucleotide in DNA/RNA.
3. Distinguish between deoxyribose and ribose.
4. Describe how nucleotides are linked together to form DNA.
5. Explain the characteristics of the DNA double helix.
6. Describe the packaging and organization of the secondary structures of DNA in prokaryotes and eukaryotes.

7. Describe the structure and function of DNA.

Lecture # 15 Gene to Protein

1. Distinguish between DNA and RNA.
2. Given a DNA template for RNA, be able to predict the complementary bases on RNA.
3. Describe RNA transcription.
4. Describe the changes that occur between the initial mRNA and the mature mRNA molecule.
5. Discuss mutations. Distinguish between substitutions and additions/subtractions (frameshifts)
6. Identify which mutation is more consistently damaging and explain why.
7. Explain why mutations of DNA have a greater impact than copying errors in RNA.
8. Distinguish between replication, transcription and translation.
9. Define a codon.
10. Discuss the roles of mRNA, tRNA and rRNA in protein manufacturing.
11. Discuss the components of a ribosome
12. Describe the interaction of activating enzymes with tRNA and amino acids.
13. Discuss the role of initiation factors and release factors in translation.

Lecture # 16 Genetics I

1. Explain, referring to meiosis, how gametes are formed.
2. Solve problems involving a monohybrid cross
3. Explain what “true breeding” means, and how a test cross could determine this.
4. Solve problems with a dihybrid cross.
5. Explain Mendel’s principles of segregation and independent assortment, relating them to chromosomal behavior during meiosis.

Lecture # 17 Genetics II

1. Distinguish between incomplete dominance and codominance and be able to solve problems involving these factors.
2. Discuss characteristics that are governed by multiple genes.
3. Distinguish between pleiotropy and epistasis.
4. Distinguish between autosomal dominant and autosomal recessive characteristics, and solve problems involving each.

Lecture # 18 Genetics III

1. Define carrier. Does this term apply to both autosomal dominants and recessives?
2. Explain what a sex chromosome is.
3. Define SRY and explain its function in determining sex.
4. Explain how a person who is XX can be male, and XY be female, based on SRY.
5. Explain what a sex-linked characteristic is.
6. Discuss why females, but not males, can be carriers for sex-linked characteristics.

Lecture # 19 Genetics IV

1. Define linked genes and explain how crossing over between homologous chromosomes in meiosis relates to crossing over in linked genes.
2. Discuss how the frequency of cross over between linked genes is used to map the location of genes on a chromosome.
3. Define monosomy and trisomy and explain how chromosomal behavior during meiosis may result in monosomy or trisomy.
4. Give an example of autosomal trisomy.
5. Discuss monosomy and trisomy of sex chromosomes.
6. Be able to work out genetics' problems.

Lecture # 20 Prokaryotes – Bacteria

1. Describe the general features of prokaryotic cells.
2. Identify the different morphological forms of bacteria.
3. Distinguish between gram positive and gram negative bacteria.
4. Describe the growth and physiology of prokaryotes.
5. Understand the importance of plasmids.
6. Describe the different types of horizontal gene transfer: transformation, conjugation, transduction.

Lecture # 21 Prokaryotes – Viruses

1. Describe and identify the general structural characteristics of viruses.
2. Understand the differences between viruses, viroids and prions.
3. Describe genomic content of different viruses (RNA or DNA).
4. Understand viral tropism.
5. Describe the life cycles of bacteriophages and animal viruses (HIV).
6. Describe the stages in transduction: transfer of genetic material by viruses.

Lecture # 22 Prokaryotes – Fungi

1. Understand the general characteristics of fungi: nutrition, structure.
2. Be able to recall the different names and function of fungi.
3. Understand the general aspects of life cycle: Sexual and Asexual.
4. Be able to recognize the general classification of fungi: Zygomycetes and Ascomycetes.
5. Be able to follow the reproduction cycles of fungi.

Lecture # 23 Evolution

1. Discuss Darwin's theory and Lamarck's hypothesis.
2. Explain that some variable traits can improve survival and it is heritable.
3. Describe Darwin's theory of survival of the fittest.
4. Define evolutionary adaptation providing examples.
5. Give an example of artificial selection in farm practice.
6. Explain what is meant by descent with modification
7. Differentiate between convergent and divergent evolution.
8. Discuss evidence of common ancestry from fossils, vestigial structures, comparative Anatomy, embryology and comparative biochemistry.

Lecture # 24 Population Dynamics

1. Define a population, and a gene pool.
2. List factors affecting genetic variability.
3. Define genetic drift, founders' effect and bottle-neck effect.
4. Define gen flow.
5. Explain how the variability of species in isolated locations supports evolution.
6. Discuss the role of natural selection in adaptive evolution.
7. Explain what is meant by differential reproduction and how this affects evolution.
8. Differentiate between directional, stabilizing and disruptive selection.
9. Describe co-evolution and give an example.
10. Explain the Hardy-Weinberg principle and its use in testing whether a population is evolving.

Lecture # 25 Speciation and Interaction between Species

1. Specify criteria to recognize that specimens are the same vs related species.
2. Distinguish between pre-zygotic and post zygotic barriers.
3. Distinguish allopatric and sympatric speciation.
4. Understand phylogenetic species concept.
5. Describe the different relationships between species and give examples.
6. Understand different predator-prey interactions.

Note: ***Any modification or additions to the course syllabus will be posted on SAKAI and override the printed course syllabus. It is the student's responsibility to take note of them.***

Master Syllabus
School of Arts and Sciences Master Syllabi

General Chemistry 1

Course
CHEM 122
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr Winthrop Wiltshire

Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: 1 473 444 4175 EXT. 3820

Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Mondays 11.30 am to 12.30 pm and 2 pm to 4 pm**,** Tuesdays

11.30 am to 12.30 pm and 2pm to 4pm, Wednesdays 10 am to 12 pm and 1.30 pm to 2.30 pm, Thursdays 11.30 am to 12.30 pm

Course Director Office Hours: Same as above

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

Course Director Office Location: Same as above

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

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

Course Curriculum Information
Course Description:

This course examines topics such as the nature and properties of matter, measurement in chemistry, calculations involving chemical formulas and equations, chemical reactions in aqueous solution, concepts in thermochemistry, electronic structure of atoms, periodic properties of the elements, basic concepts of chemical bonding and molecular geometry, and the chemical characteristics of gases.

Course Objectives:

To enable students to:

1.0 Demonstrate knowledge of the basic properties and behavior of matter;

2.0 Convert one unit of measurement to another;

3.0 Demonstrate proper use of significant figures;

4.0 Differentiate between the characteristics of atoms, molecules and ions;

5.0 Make numerical calculations in relation to chemical equations;

6.0 Demonstrate knowledge and understanding of the definition of the mole;

7.0 Demonstrate understanding of the basic concepts of thermochemistry including solving numerical problems;

8.0 Display knowledge of the electronic structure of elements including the understanding of quantum numbers;

9.0 Show understanding of the periodic properties of the elements;

10.0 Demonstrate understanding of the basic concepts of chemical bonding;

11.0 Display knowledge of molecular geometry and bonding theories;

12.0 Show knowledge of the kinetic-molecular theory of gases, apply the gas laws and undertake calculations involving the behavior of ideal gases.

Student Learning Outcomes:

Students expected to be able to:

1.0 Demonstrate knowledge of the basic properties and behavior of matter;

2.0 Convert one unit of measurement into another;

3.0 Demonstrate proper use of significant figures;

4.0 Differentiate between the characteristics of atoms, molecules and ions;

5.0 Make numerical calculations in relation to chemical equations;

6.0 Demonstrate knowledge and understanding of the definition of the mole;

7.0 Demonstrate understanding of the basic concepts of thermochemistry including solving of numerical problems;

8.0 Display knowledge of the electronic structure of the elements including the understanding of quantum numbers;

9.0 Show understanding of the periodic properties of the elements ;

10.0 Demonstrate understanding of the basic concepts of chemical bonding;

11.0 Display knowledge of molecular geometry and bonding theories;

12.0 Show knowledge of the kinetic-molecular theory of gases, apply the gas laws and undertake calculations involving the behavior of ideal gases.

Program Outcomes Met By This Course:

BIOL 6: Demonstrate problem solving and critical thinking skills

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Chemistry: The Central Science, by Brown, Le May et al.

Supplementary Readings/Resources: Internet resources such Khan Academy

Course Grading Requirement:

Five quizzes worth 25 per cent of the course grade, a midterm exam worth 35 percent of the course grade, and a final exam worth 40 percent of the course grade. Course Requirements:

N/A

Course Schedule:

Week 1	Jan 17	Introduction to CHEM 122
	Jan 21	Matter and Measurement
Week 2	Jan 24	Matter and Measurement [continued]
	Jan 28	Atoms, Molecules and Ions
Week 3	Jan 31	Atoms, Molecules and Ions [continued]
	Feb 4	Quiz 1
Week 4	Feb 7 Feb11	Stoichiometry: Calculations with Chemical Formulas and Equations Stoichiometry [continued]
Week 5	Feb14 Feb18	Chemical Reactions in Aqueous Solution Chemical Reactions in Aqueous Solution [continued]
Week 6	Feb 21 Feb 25	Thermochemistry Thermochemistry [continued]
Week 7	Feb28 Mar 4	Quiz 2. Revision for Midterm
Week 8	Mar 7 -11	mIDTERM EXAMS
Week 9	Mar 14 Mar 18	Electronic Structure of Atoms Electronic Structure of Atoms [continued]
Week 10	Mar 21 Mar 25	Quiz 3. Periodic Properties of the Elements
Week 11	Mar. 28	Basic Concepts of Chemical Bonding

	Apr 1	
Week 12	Apr 4 Apr 8	Molecular Geometry and Bonding Theories Quiz 4
Week 13	Apr 11 Apr 15	Gases Public Holiday
Week 14	Apr 18 Apr 22	Public Holiday Gases
Week 15	Apr 25	Quiz 5
	Apr 29	Revision for Final Exams
Week 16	May 2 - 6	FINAL EXAMS

Master Syllabus
School of Arts and Sciences Master Syllabi

General Chemistry 1 Lab

Course
CHEM 123
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director Name: Ms. Candice Benjamin

Course Lecturer Name(s): Mrs. Kafi James Lewis & Ms. Reeba Lewis

Course Director Contact Information: cbenjam1@sgu.edu

Course Lecturer(s) Contact Information: kjames@sgu.edu, rlewis5@sgu.edu

Course Director Office Hours: TBA

Course Lecturer(s) Office Hours: TBA

Course Lecturer(s) Office Location: Biochemistry Department

Course Director Office Location: Biochemistry Department

Course Support: Angel Charles, Email: acharl16@sgu.edu

Course Management tool: Sakai Access Sakai: https://apps.sgu.edu/members.nsf/mycoursesintro.pdf

Course Curriculum Information
Course Description:

This course introduces students to basic practical and safety techniques required for a chemistry laboratory. It allows students to apply the scientific process while examining topics such as properties of matter, measurements, chemical formulas, thermochemistry, and basic concepts of bonding and molecular structure.

Course Objectives:

1. To identify good lab safety techniques required in a chemistry laboratory.
2. To describe chemistry laboratory procedures.
3. To apply problem solving techniques to interpret and analyze experimentally derived data.
4. To effectively communicate the results in the form of a written laboratory report

Technical Skills Outcomes:

1. Use of electronic balance to measure mass
2. Use of vacuum to accelerate filtration
3. Use of pipette and graduated cylinders to measure volumes
4. Use of litmus paper to test pH levels
5. Use of steam bath to drive off liquid from chemical investigated
6. Use of centrifuge
7. Preparation of hot bath and regulating and maintaining temperature at value
8. Performing flame tests.
9. Use of thermometer
10. Use of a calorimeter

Student Learning Outcomes:

1. Identify the properties of different mixtures
2. Use appropriate techniques to separate components of a mixture based on their properties.
3. Identify types of chemical reactions from experimental data and results
4. Write balanced chemical equations
5. Make numerical calculations in relation to chemical reactions and stoichiometry
6. Identify the properties of substances and solve problems based on these properties.
7. Analyze and perform calculations with thermodynamic functions: enthalpy and specific heat
8. Apply knowledge of basic concepts of chemical bonding and molecular geometry.

Program Outcomes Met by This Course:

BIOL – PLO1 Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypotheses, interpreting data, and communicating results BIOL – PLO6 Demonstrate problem solving and critical thinking skills

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Chemistry The Central Science by Brown, LeMay, Burnsten et al.

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Evaluation will consist of lab quizzes worth 20% of the overall course grade, lab reports worth 50% of the overall course grade, and a final exam worth 30% of the course grade

Course Requirements:

N/A

Master Syllabus
School of Arts and Sciences Master Syllabi

General Chemistry 2

Course
CHEM 124
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr Winthrop Wiltshire

Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: 1 473 444 4175 EXT. 3820

Course Director Contact Information: Same as above

Course Director's Administrative Support: Anna Neckles-Thomas 444-4175 ext. 3435

Course Lecturer(s) Office Hours: Mondays 11.30 am to 12.30 pm and 2pm to 4 pm; Tuesdays 11.30 am to 12.30 pm and 2pm to 4 pm. Wednesdays 10 am to 12 pm and 1.30pm to 2.30pm, Thursdays 11.30 am to 12.30 pm

Course Director Office Hours: Same as above

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

Course Director Office Location: Same as above

Course Support: Anna Neckles-Thomas, email: 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 examines topics such as the impact of intermolecular forces on the physical properties of substances; properties of solutions; chemical kinetics and chemical equilibrium; acid-base and other types of equilibria; aspects of chemistry and the environment; thermodynamics with an emphasis on implications for spontaneity and nonspontaneity of chemical reactions; electrochemistry with an emphasis on oxidation-reduction reactions.

Course Objectives:

Enabling students to:

- 1.0 Demonstrate knowledge of impact of intermolecular forces on the physical properties of chemical compounds;
- 2.0 Show understanding of the properties of solutions;
- 3.0 Distinguish between saturated and unsaturated solutions;
- 4.0 Indicate the difference of temperature on the solubility of solids as opposed to gases, and between solubility and solubility product;
- 5.0 Express concentration of solutions in terms of molarity, molality, mole function and percentages;
- 6.0 Show understanding of the basic concepts of chemical kinetics;
- 7.0 Demonstrate understanding of the basic concepts of chemical equilibria;
- 8.0 Display knowledge of chemical kinetics particularly in relation to concepts of entropy and enthalpy, and the spontaneity and non-spontaneity of chemical processes;
- 9.0 Demonstrate an understanding of electrochemistry in particular in relation to oxidationreduction reactions.

Student Learning Outcomes:

Students expected to be able to :

- 1.0 Demonstrate knowledge of the impact of intermolecular forces such as hydrogen bonding and dispersion forces on the physical properties of chemical compounds;
- 2.0 Show understanding of the properties of solutions such as the definition of colligative properties and their impact on various physical properties of solutions such as boiling point and osmotic pressure;
- 3.0 Define a saturated solution and identify factors that affect the solubility of solutes in solutions;
- 4.0 Describe the effect of temperature on the solubility of solids and gases, and make solubility product calculations;
- 5.0 Calculate the concentration of solutions in terms of molarity, molality, mole fraction, percentage composition and parts per million;
- 6.0 Apply the concept of half-life of a chemical process and show understanding of basic chemical kinetics by calculating order of a reaction and rate law, given experimental results correlating various concentrations with initial reaction rates;
- 7.0 Demonstrate understanding of the basic principles of chemical equilibria, including the determination of equilibrium constants, recognizing the non-involvement of pure solids and pure liquids in the equilibrium expression;
- 8.0 Display knowledge of basic concepts of chemical thermodynamics, including making deductions about spontaneity and non-spontaneity of chemical processes in relation to concepts of entropy and enthalpy;
- 9.0 Make discernments between situations involving increases and decreases in entropy; 10.0 Show understanding of oxidation and reduction processes and the difference between electrolytic and voltaic cells, as well as calculations of cell potentials.

Program Outcomes Met By This Course:

BIOL PLO 6: Demonstrate problem solving and critical thinking skills

BIOL -PLO 1: Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypotheses, interpreting data and communicating results.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials: *Text:* Chemistry: The Central Science, by Brown, Le May et al.

Supplementary Readings/Resources: Internet resources such as Khan Academy.com

Course Grading Requirement:

Five quizzes worth 25 percent of the course grade, a midterm exam worth 35 percent of the course grade, and a final exam worth 40 percent of the course grade.

Course Requirements: N/A

Course Schedule:

Week 1	Jan 18	Introduction to CHEM 124, Liquids and Intermolecular forces
	Jan 20	Liquids and Intermolecular Forces [continued]
Week 2	Jan 25	Liquids and Intermolecular forces (continued)
	Jan 27	Liquids and Intermolecular Forces
Week 3	Feb 1	Properties of Solutions
	Feb 3	Properties of Solutions [continued]
Week 4	Feb 8	Quiz 1.
	Feb 10	Chemical kinetics
Week 5	Feb 15 Feb 17	Chemical Kinetics Chemical Kinetics[continued]
Week 6	Feb 22	Chemical Equilibrium
	Feb 24	Chemical Equilibrium [continued]
Week 7	Mar 1 Mar 3	Quiz 2. Revision for Midterm Exams
Week 8	Mar 7 - 11	MIDTERM EXAMS
Week 9	Mar 15	Acids – Base Equilibria
	Mar 17	Acid Base Equilibria [continued]
Week 10	Mar 22 Mar 24	Common Ion Effect, Buffered Solutions, Solubility Equilibria Quiz 3
Week 11	Mar 29 Mar 31	Chemical Thermodynamics Chemical Thermodynamics [continued]
Week 12	Apr 5 Apr 7	Quiz 4. Electrochemistry
Week 13	Apr 12 Apr 14	Electrochemistry Chemistry and the Environment
Week 14	Apr 19 Apr 21	Chemistry and the Environment Quiz 5

Week 15	Apr 26 Apr 28	Revision for Finals
Week 16	May 2- May6	FINAL EXAMS

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School of Arts and Sciences Master Syllabi

General Chemistry 2 Lab

Course
CHEM 125
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director Name: Ms. Reeba Lewis

Course Lecturer Name(s): Mr. Kwami Jones & Mrs. Kafi James Lewis & Ms. Candice Benjamin

Course Director Contact Information: rlewis5@sgu.edu

Course Lecturer(s) Contact Information: kjones@sgu.edu kjames@sgu.edu cbenjam1@sgu.edu

Course Director Office Hours: TBA

Course Lecturer(s) Office Hours: TBA

Course Lecturer(s) Office Location: Biochemistry Department

Course Director Office Location: Biochemistry Department

Course Support: Angel Charles, Email: acharl16@sgu.edu

Course Management tool: Sakai Access Sakai: https://apps.sgu.edu/members.nsf/mycoursesintro.pdf

Course Curriculum Information
Course Description:

This course introduces students to basic practical and safety techniques required for a chemistry laboratory. It allows students to apply the scientific process 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:

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.
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 the characteristics of acids, bases, and salts, and calculate concentrations based on their quantitative relationships.
5. 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.
6. Demonstrate an understanding of acid-base equilibrium by constructing and analyzing titration curves
7. Show an understanding of how to prepare buffers using acid-base equilibrium.
8. Identify and balance oxidation-reduction equations, and solve problems based on their quantitative relationship

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 – PLO4 Apply knowledge of the interactions of atoms, molecules and biochemical processes that define organic and inorganic matter.

BIOL – PLO5 Demonstrate effective communication of scientific knowledge.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

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:

CHEM 122 & CHEM 123

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School of Arts and Sciences Master Syllabi

General Concepts in Chemistry I

Course
CHEM 130
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Instructor: Tobias Clement

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	**Classification of Matter** • States of matter • Elements, compounds, mixtures **Physical Measurements** • Measurement & significant figures • SI Units	p40- p52-

	• Dimensional Analysis **Atomic Theory and Atomic Structure** • Structure of the atom • Isotopes • Atomic weights • Periodicity I **QUIZ 1**	p78-
2	**QUIZ 2** **Chemical Names and Formulae** • Binary compounds • Tertiary compounds • Acids • Introduction to organic compounds **Writing and Balancing Chemical Equations** • Writing chemical equations • Balancing chemical equations • The Mole Concept I	p94- p120-
3	*Lab 1* **QUIZ 3** **Writing and Balancing Chemical Equations** • The Mole Concept II • Stoichiometry • Limiting reactants **Types of Chemical Reactions** • Precipitation reactions • Acid-Base reactions • Oxidation-Reduction reactions • Neutralization reactions **Exam 1**	p129- p162-
4	*Lab 2* **Quiz 4** **Working with Solutions** • Concentration of solutions • Dilution • Solution Stoichiometry **Thermochemistry** • Energy and its units • Heat of reaction • Enthalpy and enthalpy change	p184- p204-
5	**Thermochemistry continued** • Thermochemical equations • Applying stoichiometry to heats of reaction • Measuring heats of reaction • Hess's Law • Standard enthalpies of formation **Quantum Theory of the Atom** • Quantum numbers and atomic orbitals • Electron spin and Pauli Exclusion principle • Writing electron configurations	p219-

	• Orbital diagrams of atoms: Hund's Rule • Periodicity II **Exam 2**	p250-
6	***Lab 3*** **QUIZ 5** **Periodic Properties of the Elements** • Development of the periodic table • Periodic trends **Chemical Bonding** • Describing ionic bonds • Describing covalent bonds • Molecular geometry: VSEPR Theory • Polar covalent bonds: Electronegativity • Writing Lewis dot structures	p294- p336-
7	**QUIZ 6** **Chemical Bonding continued** • Resonance • Bond energy **Gas Laws** • Empirical gas laws • The ideal gas law • Stoichiometry problems involving gas volumes • Partial pressures	p319- p436-
8	**Exam 3**	

Master Syllabus
School of Arts and Sciences Master Syllabi

General Concepts in Organic Chemistry I

Course
CHEM 219
Semester
Spring
Year
2020
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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 and introductory stereochemistry.

Course Objectives:

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. It also introduces practical experiences of concepts taught through laboratory sessions

Course Curriculum Information
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 topic is treated as a "module". There would be Word handouts, sometimes Power points accompanied by at least one 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 questions and those for your PSCLE exam would be modelled on the questions in the worksheets. {see details below}

CLASS SCHEDULE & TIMES:

On-campus & day-time online: Daily @ 1:00 PM – 2:15 PM

Alternative Time students: @ least 2 Zoom sessions per week (days & times TBD via dialogue with students)

Evaluations & Awarding of Grades:

Students would be evaluated by In-Class Assessments and lab report submissions. The assessments would be on SAKAI Tests & Quizzes; we would determine a "quiz day" when we meet. The aim is to have 3 lab sessions, availability of lab time slots & students' class schedules.

The course grade is determined as follows:

- Class Assessments: 75%
- LABS: 25%

(Online & 'alternative time' students would view the Zoom sessions as on-campus students carry out the assigned tests/experiments)

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: Conformers & 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 (stereochemistry)

Richard Jacques – General Concepts in Organic Chemistry 1 (CHEM 219)

March 2022

Master Syllabus
School of Arts and Sciences Master Syllabi

General Physics I

Course
PHYS 201
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director Name: Ms. Sharlene Beharry Course Lecturer Name(s): Ms. Sharlene Beharry

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

Course Director Contact Information: 473 444 4175 Ext 3819; sbeharry@sgu.edu Course Lecturer(s) Contact Information: 473 444 4175 Ext 3819; sbeharry@sgu.edu

Course Director Office Hours: Tuesdays 1 pm – 3 pm. email sbeharry@sgu.edu for a meeting time

Course Lecturer(s) Office Hours: Tuesdays 1 pm – 3 pm. email sbeharry@sgu.edu for a meeting time

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

Course 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. This is a non-calculus course.

General Objectives:

The objective of this course is to provide students with an understanding of the fundamentals of Physics as related to mechanics, waves, ascoustics and heat.

Learning Outcomes for PHYS 201 – General Physics I

At the end of PHYS 201 students are expected to

1. Understand the basic terms and laws of Physics.
2. Apply the laws of Physics in the areas of mechanics, waves, acoustics and heat.
3. Apply Mathematics (non-calculus) in solving problems mechanics, waves, acoustics and heat, in Physics.
4. Apply the basic concepts and laws to the life sciences.
5. Use of laboratory experiments in understanding fundamental laws and concepts in Physics.

Program Outcomes Met by this Course:

Biology Program Outcomes:

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.
2. Demonstrate effective communication of scientific knowledge.
3. Demonstrate problem solving and critical thinking skills.

Course Materials:

1. **Physics: Principles with Applications –** Douglas C Giancoli **7th edition. Pearson.**
   Accessible via SGU Library in ProQuest
   ProQuest. **https://periodicals.sgu.edu/login?url=https://ebookcentral.proquest.com/lib/sgugd/detail.action?docID=5 185734**
2. **College Physics: A Strategic Approach – Knight, Jones and Field. 3rd edition. Pearson.**
   Accessible SGU Library in ProQuest **https://periodicals.sgu.edu/login?url=https://ebookcentral.proquest.com/lib/sgugd/detail.action?docID=5185812**
3. Supplementary Readings
   1. Lecture Notes
   2. Laboratory scripts

3. Internet resources

ASSESSMENT

Class assignments/ quizzes:

- Quiz # 1 [5%] 3rd February 2022
- Quiz # 2 [5%] 3rd March 2022
- Quiz # 3 [5%] 7th April 2022
- Physics Dairy [10%] 22nd April 2022

The breakdown of the overall grade will be as follows:

- Class Exams and assignments: 25%
- Midterm examination: 25%
- Laboratory work : 25%
- Final Exam: 25%

Note:

1. *Assignments submitted past deadline time and date will be subjected to a late mark penalty of minus 2% of the assignment weighting unless permission is granted by the instructor.*
2. *All assignments are to be submitted on Sakai in pdf format and not emailed to the instructor unless permission is granted.*

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 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 CONTENT

PHYSICAL QUANTITIES

Physical quantity, base quantities and units, derived quantities and units, Errors precision and accuracy

VECTORS AND SCALARS

Scalar and vector quantities, addition and subtraction of vectors, resolution of vectors into components

KINEMATICS IN ONE AND TWO DIMENSIONS

Displacement, velocity, acceleration, linear uniformly accelerated motion, equations of motion and application, simple projectiles.

DYNAMICS

Forces, Newton's Law of motion, Friction, linear momentum and collisions, work, power and energy

CIRCULAR MOTION AND GRAVITATION

Angular velocity, centripetal acceleration, kinematics of circular motion, dynamics of circular motion, Newton's law of gravitation, satellites and weightlessness

EQUILIBRIUM AND ELASTICITY

Principle of moments, conditions necessary for equilibrium, Elasticity, stress and strain and stability, Hooke's law, Young's modulus and fracture

FLUIDS AND HYDOSTATICS

States of matter, Density, Specific gravity, Pressure, Pressure in a liquid, Atmospheric Pressure, Gauge Pressure, Pascal's Principle, Pressure measurement, Aneroid and Mercury Barometers, Archimedes Principle

FLUID DYNAMICS

Streamline and turbulent flow, Equations of continuity, Bernoulli's Equation, Surface Tension and Capillarity

VIBRATION AND WAVES

Simple Harmonic motion, Damped harmonic motion, Forced vibrations and resonance, wave motion, Types of waves, reflection and refraction, diffraction and interference

SOUND

Characteristics of sound, Intensity and amplitude, dB scale, the human ear and its response to sound, vibrating columns, strings and resonance, quality of sound and noise, shock wave and sonic boom, introduction to ultrasonics in medicine

HEAT AND THERMODYNAMICS

Temperature, thermometers, Temperature scales, Thermal Equilibrium, Linear Expansion, Gas Laws and Absolute Temperature, Mechanical Equivalent of Heat, Specific Heat, Calorimetry, Latent Heat, Heat Transfer, Greenhouse Effect, Global Warming.

Tentative Course Schedule (dates are subjective to change)

WEEK	SECTION	LAB/ QUIZ/ EXAM
1	Physical quantity, base quantities and units, derived quantities and units, Errors precision and accuracy	Lectures possible during lab period if free.
2	Scalar and vector quantities, addition and subtraction of vectors, resolution of vectors into components	Lab 1
3	Displacement, velocity, acceleration, linear uniformly accelerated motion, equations of motion and application, simple projectiles.	Lab 2 Quiz #1: Thur 3rd Feb 2022
4	Forces, Newton's Law of motion, Friction	Lab 3
5	linear momentum and collisions, work, power and energy	Lab 4
6	Angular velocity, centripetal acceleration, kinematics of circular motion, dynamics of circular motion, Newton's law of gravitation, satellites and weightlessness	Lab 5
7	Review	Quiz #2: Thur 3rd Mar 2022

8	Midterm Examination	MIDTERM
9	Principle of moments, conditions necessary for equilibrium, Elasticity, stress and strain and stability, Hooke's law, Young's modulus and fracture	Lab 6
10	States of matter, Density, Specific gravity, Pressure, Pressure in a liquid, Atmospheric Pressure, Gauge Pressure, Pascal's Principle, Pressure measurement, Aneroid and Mercury Barometers, Archimedes Principle	Lab 7
11	Streamline and turbulent flow, Equations of continuity, Bernoulli's Equation, Surface Tension and Capillarity	Lab 8
12	Simple Harmonic motion, Damped harmonic motion, Forced vibrations and resonance, wave motion, Types of waves, reflection and refraction, diffraction and interference	Quiz #3: Thur 7th Apr
13	Characteristics of sound, Intensity and amplitude, dB scale, the human ear and its response to sound, vibrating columns, strings and resonance, quality of sound and noise, shock wave and sonic boom, introduction to ultrasonics in medicine	Lab 9 & 10
14	Temperature, thermometers, Temperature scales, Thermal Equilibrium, Linear Expansion, Gas Laws and Absolute Temperature, Mechanical Equivalent of Heat, Specific Heat, Calorimetry, Latent Heat, Heat Transfer, Greenhouse Effect, Global Warming.	Physics Dairy Fri 22nd Apr 2022 @ 12 noon
15	Review	
16	Final Exam	FINAL EXAM

Master Syllabus
School of Arts and Sciences Master Syllabi

General Physics II

Course
PHYS 202
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director Name: Ms. Sharlene Beharry

Course Lecturer Name(s): Ms. Sharlene Beharry

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

Course Director Contact Information: 473 444 4175 Ext 3819; sbeharry@sgu.edu Course Lecturer(s) Contact Information: 473 444 4175 Ext 3819; sbeharry@sgu.edu

Course Director Office Hours: Tuesdays 1 pm – 3 pm. email sbeharry@sgu.edu for a meeting time

Course Lecturer(s) Office Hours: Tuesdays 1 pm – 3 pm. email sbeharry@sgu.edu for a meeting time

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

Course 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.

General Objectives:

The objective of this course is to provide students with an understanding of the fundamentals of Physics as related to electrostatics, current electricity, magnetism, light and geometic optics, actomic and nuclear physics.

Learning Outcomes for PHYS 202 – General Physics II

At the end of PHYS 202 students are expected to

1. Understand Physical Quantities, Units and Measurements, Vectors and Scalars and the basic laws of Physics.
2. Apply the laws of Physics in the areas of Electrostatics, Current Electricity, Magnetism, Optics and Lasers and Atomic and Nuclear Physics
3. Apply mathematics (non - calculus) in solving problems in Electrostatics, Current Electricity (AC and DC), Magnetism, Optics and Lasers and Atomic and Nuclear Physics.
4. Apply the laws and concepts to problems in biology and medicine.
5. Use of laboratory experiments in understanding the laws of Physics.

Program Outcomes Met by this Course:

Biology Program Outcomes:

1. Apply the scientific process for conducting laboratory and diagnostic experiments, testing hypothesis, interpreting data and communicating results.
2. Demonstrate effective communication of scientific knowledge.
3. Demonstrate problem solving and critical thinking skills.

Course Materials:

1. **Physics: Principles with Applications –** Douglas C Giancoli **7th edition. Pearson.** Accessible via SGU Library in ProQuest ProQuest. **https://periodicals.sgu.edu/login?url=https://ebookcentral.proquest.com/lib/sgugd/detail.action?docID=5 185734**
2. **College Physics: A Strategic Approach – Knight, Jones and Field. 3rd edition. Pearson.** Accessible SGU Library in ProQuest **https://periodicals.sgu.edu/login?url=https://ebookcentral.proquest.com/lib/sgugd/detail.action?docID=5185812**
3. Supplementary Readings

Lecture Notes; Laboratory scripts; Internet resources

ASSESSMENT

Class assignments/ quizzes:	Quiz # 1	[5%]	31st January 2022
	Quiz # 2	[5%]	28th February 2022
	Quiz # 3	[5%]	4th April 2022
	Physics Dairy	[10%]	22nd April 2022

The breakdown of the overall grade will be as follows:

Class Exams and assignments 25%

Midterm examination	25%
Laboratory work	25%
Final Exam	25%

Note:

1. *Assignments submitted past deadline time and date will be subjected to a late mark penalty of minus 2% of the assignment weighting unless permission is granted by the instructor.*
2. *All assignments are to be submitted on Sakai in pdf format and not emailed to the instructor unless permission is granted.*

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 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

CONTENT

ELECTROSTATICS

Electrostatics, Electric Charge, History, The Electric Force (between two charges and a multiplicity of charges), Coulomb's Law, Electric Field, Methods of determining the Electric Field for simple situations , Charge density (line, surface, volume), Dipole, Gauss's Law with simple applications, Movement of charge in electric field, Electric Potential, Relation to Electric Field, Voltage, Electric Potential for simple situations, Capacitance, Capacitors in Series and Parallel, Dielectrics, Energy stored, The CRO, Applications of Electrostatics.

CURRENT ELECTRICITY

Definition of Electric current ,Definition at the microscopic level. Current density, Ohm's Law, Resistivity, Resistances in series and parallel, Voltage sources, Voltmeters and Ammeters, Simple DC Electrical circuits, Kirchhoff's Laws , Power Dissipated, Household Electricity. Alternating current (AC), Rms value , Peak to peak value, Impedance, Ohm's Law for AC circuits, Impedance for pure resistance , inductance and capacitance, Phase between voltage and current, Phasors, Power dissipated , Charging and discharging capacitors, Series Resonance (R,L,C). Introduction to digital electronics.

MAGNETISM

Some History, Why Magnetic Force cannot be defined as gravitational and electric force, Definition of Magnetic Force, The Magnetic Field, Force on a wire carrying a current, Force between two wires, Gauss's Law for Magnetic Field, Biot-Savart's Law, Ampere's Law , Faraday's Law, Magnetic Fields for simple structures, solenoid and electromagnets, Transformer, Electric bell, Electric Motor and Generator, Loudspeaker, Mass spectrometer, Maxwell's Electromagnetic equations for free space.

LIGHT AND GEOMETRICAL OPTICS

Waves and Rays, Reflection, Refraction, Mirrors (plane, concave and convex), Thin Lenses (convex and concave), Image formation, Wave effects, The Human Eye and Optical Defects, Accommodation, Introduction to and application of lasers.

ATOMIC AND NUCLEAR PHYSICS

Blackbody radiation, Planck's Quantum Hypothesis, Photon theory and Photoelectric Effect, Bohr's Model, Binding Energy, X rays , The atomic Nucleus, radioactivity, Half-life and rate of decay.

Tentative Course Schedule (dates are subjective to change)

WEEK	COURSE SECTION	Lab / Quiz
1	Electrostatics: Brief history, Electric Charge; Electric force, Coulombs Law. Electric Field. Field lines, Electric Flux	Introduction and Grouping Lectures possible during lab period if free.
2	Electrostatics: Dipole, Methods of determining the Electric Field; Integration Method (qualitative); Gauss's Law; Electric Potential	Lab 1
3	Electrostatics: Movement of charge in electric field; Work, Energy and Electric Potential, Capacitance, Series and Parallel combinations; Dielectrics; Energy Stored; The CRO; Applications of Electrostatics	Lab 2 Quiz #1 Mon 31st Jan 2022
4	Current Electricity: Electric current; Microscopic level; Current Density; Ohm's Law; Resistivity; Resistance; Series and Parallel combinations; Voltage sources;	Lab 3
5	Current Electricity: Voltmeters and ammeters; Simple DC Electrical circuits; Kirchhoff's Laws; Power dissipated; Household electricity; Alternation currents; RMS and Peak to Peak values; Impedance of pure resistance, inductance and capacitance.	Lab 4
6	Current Electricity Phase between voltage and current; Phasors; Power dissipated in AC circuit; Charging and discharging of capacitors; Series resonance (RLC); Introduction to digital electronics.	Lab 5
7	Makeup for sessions due to holiday / review	Quiz #2 Mon 28th Feb 2022
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
12	Light: Waves and rays; Reflection; refraction; Mirrors (plane, concave and convex; Thin lenses (convex and concave), Image formation; Wave effects;	Quiz #3 Mon 4th Apr 2022
13	The human eye. Optical defects. Accommodation	Lab 9 & 10
14	Lasers. Introduction to Atomic and Nuclear Physics.	Physics Dairy Fri 22nd Apr
15	Makeup for sessions due to holiday / review	Review
16	Final Examination	Final Examination

Master Syllabus
School of Arts and Sciences Master Syllabi

Genetics

Course
BIOL 320
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director: Dr. Shellon Thomas

Course Lecturers:

- Dr. Mary Maj
- Dr. Sharmila Upadhya
- Dr. Cris Martin
- Dr. Felicia Ikolo

Content Review: Ms. Atoum Abdullah

Course Director Contact Information: sthoma10@sgu.edu

Course Lecturer(s) Contact Information:

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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 Curriculum Information
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.
    1. Structure and function of proteins and their constituent amino acids
        1. Separation techniques: Isoelectric point Electrophoresis
    2. Transmission of genetic information from the gene to the protein
        1. Nucleic Acid Structure and Function
            1. Nucleotides and nucleosides, DNA structure, base pairing specificity
        2. DNA Replication
            1. Mechanism of replication, separation of strands, specific coupling of free nucleic acid
        3. Transcription
            1. Mechanism of transcription
        4. Translation
            1. Roles of mRNA, tRNA, rRNA, Post-translational modification of proteins, Role and structure of ribosomes
        5. Genetic Code
            1. The triplet code
    3. Transmission of heritable information from generation to generation and the processes that increase genetic diversity
        1. Meiosis and Other Factors Affecting Genetic Variability
            1. Important differences between meiosis and mitosis
        2. Mendelian Concepts
            1. Recessiveness, Homozygocity and Heterozygocity

- 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 = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text:

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: L95% 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**

Etiquette Guidelines
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.

Lecture Objectives
1.1 Recorded DLA: History of Genetics

1. 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
2. Discuss how genetics has progressed from Mendel to DNA in Less Than a Century
3. Recall how humans began to understand that traits and diseases are passed from parent to offspring
4. Know the definition of genetic terms presented in this lecture

5. Understand the basic structure and function of DNA, RNA and Proteins

1.2 Live: Introduction and Mitosis

1. Understand the point distribution for all assessments
2. Understand the "Medical Excuse" system if you are ill during an exam
3. 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
4. Recall that Online Quizzes must be completed before the due date and your mark is based on the number of questions you get correct
5. Compare the structure of eukaryotic vs. prokaryotic cells and describe how this is linked to genetic function
6. Describe why chromosomes exist in Homologous pairs in Diploid organisms
7. Describe the different cell cycle stages for both interphase and mitosis
8. Compare the different structures of DNA during the cell cycle stages
9. Describe the structure of chromosomes in metaphase based on the position of the centromere
10. 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

1. Compare and contrast mitosis versus meiosis
2. Describe the significance of crossing over to genetic variation
3. Identify how the development of gametes varies between spermatogenesis versus oogenesis
4. Follow the events leading to the reduction of genetic material through meiosis I and II
5. Define synapsis, tetrad, dyad, monad, crossing over, bivalent, chiasma, centrioles and spindle fibers, polar body
6. **Recorded: Mendelian Genetics I** *You must watch the recorded DLAs before attending the Live Lecture*
7. **Recorded: Mendelian Genetics II** *You must watch the recorded DLAs before attending the Live Lecture*

1.6 Live: Extensions of Mendelian Genetics

1. Discuss pros and cons of some of the various model systems used in genetics and biology
2. Outline Mendel's laws of inheritance
3. Discuss AR and AD patterns of inheritance and give examples of genetic disorders
4. Define, discuss, and give examples for: null mutation (AR), haploinsufficiency, gain of function, dominant negative, incomplete dominance, pseudodominance, codominance, genetic lethality, and adult onset
5. Discuss sex (X) -linkage
6. Calculate risk/probabilities for inheritance of AR and AD traits and alleles
7. 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

1. Define: complete linkage, independent assortment linkage with crossing over, linkage group
2. Describe how genes linked on the same chromosome will segregate together and how genes far apart on the same chromosome may not segregate together
3. 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
4. Discuss how chromosome mapping is currently performed using D N A markers and annotated computer database
5. Define Lod Score Analysis and Somatic Cell Hybridization which were historically important in creating Human Chromosome Maps
6. 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

1. Understand the difference between Heterogametic and homogametic sex determination in different species
2. Outline important features of the Y Chromosome and how it determines maleness in humans
3. Examine nondisjunction and compare nondisjunction in autosomes vs. sex chromosomes; nondisjunction in meiosis I vs. meiosis II; nondisjunction in male vs. female gametes
4. Describe the genetic disorders resulting from the nondisjunction of sex chromosomes: Klinefelter, Turner, 47, XXX, and 47, XYY
5. 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
6. Dosage Compensation Prevents Excessive Expression of X-Linked Genes in Humans and Other Mammals
7. Describe how Glucose-6-phosphate dehydrogenase deficiency can be seen in some females even though it is X-linked recessive
8. Describe 3 cases where temperature variations can control sex determination

2.2 Recorded: CRISPR and the SRY Gene

1. Define bacteriophage and CRISPR and nuclease
2. Understand the CRISPR locus and define “spacer region” and “repeat region”
3. Describe CRISPR Cas editing method
4. 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

1. Describe the steps to generate a karyotype and Giemsa staining
2. What is an ideogram?
3. Compare aneuploidy versus polyploidy
4. 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

1. Recall the basic structure of a chromosome
2. 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
4. Outline the benefits of gene duplications
5. Describe paracentric vs. pericentric inversions
6. Describe balanced translocations and discuss how carriers are unaffected but how these translocations may affect progeny
7. Outline the genetic mechanisms of Fragile X syndrome and describe clinical manifestations
8. Describe Maternal Serum Screen and the disorders the screen detects I. List the most common defects detected by ultrasound

2.5 Live: Extranuclear Inheritance

1. Define extranuclear inheritance, organelle heredity, infectious heredity, maternal effect, endosymbiotic theory, heteroplasmy, pleiotropy, variable expressivity, reactive oxygen species, mitochondrial proliferation, ragged red fibers
2. Describe the most common source of mtDNA damage
3. Outline the origin of heteroplasmy from the primordial germ cell to mutant load of mature oocytes

4. Describe the clinical features of the following mitochondrial diseases: Leber's hereditary optic neuropathy, Kearns-Sayre syndrome, MELAS and MERRF syndromes
5. Outline mitochondrial replacement therapy
6. Compare human nuclear (genomic) DNA to mitochondrial DNA

2.6 Recorded: DNA structure and Analysis

1. 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
2. Compare the structures of purines to pyrimidines, ribose to deoxyribose
3. Compare and contrast the pair bonding of A-T and C-G (strength, numbers, type of bond)
4. Describe the evidence that was used to create a model of the double helix: Rosalind Franklin, Raymond Gosling and Erwin Chargaff
5. Compare A-form of DNA to B-form
6. Give example of secondary structures in single stranded RNA
7. Define the 3 classes of RNA in prokaryotes and eukaryotes
8. 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

1. Explain the experiments which led to the conclusion that DNA replication occurs in a semiconservative manner
2. Describe how DNA is synthesized and how synthesis is regulated.
3. Describe the functions of enzymes involved in DNA synthesis
4. Compare and contrast DNA replication in prokaryotes and eukaryotes.
5. Compare DNA synthesis on the leading and lagging strand of the DNA
6. Explain how topoisomerases modify stress on the DNA double helix during DNA replication
7. 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

1. Explain how supercoiling facilitates compaction of the DNA of viral and bacterial chromosomes.
2. Discuss how specialized proteins help in the organization of prokaryotic DNA.
3. Explain how D N A is organized into chromatin in eukaryotes.
4. Explain how chromosome banding differentiates regions along the mitotic chromosome.
5. Distinguish sequence organization characterized by repetitive D N A in eukaryotes.
6. Explain how the vast majority of a eukaryotic genome does not encode functional genes.

3.3 Recorded: Transcription

1. Understand the flow of genetic information from DNA to Protein
2. Compare and contrast DNA synthesis to RNA synthesis
3. Compare the differences between prokaryotic and eukaryotic
4. List the most common types of RNA
5. List the enzymes that synthesize prokaryotic and eukaryotic mRNA
6. Differentiate between the template and non-template strands of DNA (know all the different terms to describe the same)
7. Describe the three stages of RNA synthesis, Initiation, elongation and termination
8. Discuss the importance of the various consensus sequences described
9. Describe the importance post-transcriptional modifications of eukaryotic mRNA
10. List the importance of post-transcriptional modifications

11. Outline key differences between prokaryotic and eukaryotic Termination of Transcription
12. 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

1. Describe Codon and use of the Genetic Code Dictionary
10. Describe Open Reading Frame
11. Describe the structure of tRNA
    - Importance of secondary structure, site of amino acid attachment, anticodon
12. 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
13. Understand the wobble hypothesis and why some amino acids have many codons
14. Know the "S" sizes of prokaryotic and eukaryotic ribosomes and the large and small subunit (not all the rRNA sizes)
15. Remember that ribosomes made of both protein and rRNA
16. 3 major differences between prokaryotic and eukaryotic translation
17. Describe what binds at the E, P and A sites of a ribosome
18. Identify when the peptide bond is formed in a protein that is being synthesized
19. Outline the steps of peptide synthesis
    - From initiation to release of the polypeptide

3.5 Live: Gene Mutation, Repair and Transposition

1. Describe the different types of mutations and where they can be found
2. Become familiar with the definitions to describe mutation types including allelic heterogeneity
3. Outline the importance of Iceland studies
4. Describe the mechanisms of DNA replication errors: slippage; tautomeric shifts; depurination and deamination; oxidative damage; other mutagenic agents
5. Understand the mechanisms of transposable elements: DNA and RNA transposons
6. 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
7. Describe 3 human syndromes that are due to defective nucleotide excision repair: Xeroderma pigmentosa; Cockayne syndrome; and Trichothiodystrophy

3.6 Recorded: Gene Regulation

1. Understand the difference between inducible vs. constitutive genes
2. Compare negative and positive regulation of inducible genes
3. Know the definitions of everything in **bold** and on Definitions pages
4. Describe promoter and operator and structural genes
5. Understand negative regulation of the *lac* operon (lactose→allolactose is the inducer)
6. 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

1. Describe the molecular alterations to the genome to create the epigenome:
    1. Modifications to DNA to create CpG islands
    2. Modifications to histone proteins to generate heterochromatin
2. Describe the different types of non-coding RNA

3. Compare biallelic gene expression to monoallelic gene expression
4. Describe the mechanism of parent of origin imprinting
5. Describe the heritability of epigenetic traits
6. Understand the mechanism of abnormal epigenetic regulation in Beckwith-Wiedemann Syndrome, describe clinical features
7. Understand hyper vs hypo-methylation events that may lead to cancer

4.2 Recorded: Developmental Genetics

1. Explain the establishment of anterior/posterior polarity in fruit fly embryos. Define the genes and gene families involved.
2. Describe the translational regulatory mechanisms involved in fruit fly pattern formation.
3. Describe the inheritance of maternal effect genes and their associated phenotype.
4. Describe the concept of Lewis Wolperts French Flag model for establishing gene expression domains.
5. Define a homeodomain containing protein, and Hox genes.
6. Summarize the evolutionary conservation of the Hox cluster in vertebrates and their functions.
7. Explain homeotic mutations and their effects in fruit fly and mammals.

4.3 Recorded: Cancer Genetics I 4.4 Live: Cancer Genetics II

1. Identify common characteristics of cancer
2. Explain the clonal origin of tumors with examples
3. Explain the role of cyclins and CDKs in relation to cell cycle and alterations in cancer
4. Explain signal transduction of the growth factor pathway
5. Distinguish oncogenes and tumor suppressor genes
6. Explain the role of ras, myc and abl proteins
7. Explain apoptosis and how mutation in apoptotic genes can result in cancer (Bcl-2)
8. Identify mechanisms that result in activation of an oncogene from a proto-oncogene
9. 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
10. Differentiate sporadic and familial cancer in relation to tumor suppressor genes
11. Identify the role of viruses and environmental agents that contribute to the development of cancer

4.5 Recorded: Population Genetics Part A

1. Explain how the Hardy Weinberg equilibrium can describe allele distribution in populations
2. Explain how to calculate allele frequencies
3. If given the incidence rate of an autosomal recessive trait, be able to calculate 'q' the recessive allele frequency
4. If given the incidence rate of an autosomal recessive trait, be able to calculate carrier frequency
5. Discuss why rare deleterious recessive alleles can never be eliminated from a population
6. Describe why most rare deleterious recessive alleles are "hidden" in heterozygous carriers (who do not have the phenotype)
7. 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

1. Describe the assumptions of the Hardy Weinberg equilibrium
2. Explain factors that might cause a deviation from the Hardy Weinberg equilibrium
3. Differentiate between selection, heterozygote advantage, genetic drift, founder effect, genetic bottleneck, and consanguinity
4. 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

1. Discuss why the majority of the disease load in human populations is controlled by multifactorial inheritance
2. Describe how multifactorial traits can be explained with the threshold model of inheritance
3. Discuss how risk changes when one individual in a family has a multifactorial disorder D. Explain how most cancers are multifactorial in nature
4. Describe twin studies

4.8 Recorded: Quantitative Traits and Multifactorial Inheritance

1. Describe quantitative trait loci (QTLs) and how additive alleles can contribute to measurable traits
2. Derive from the Punnet square and classic Mendelian ratios how quantitative traits can produce distinct phenotypic classes
3. Explain how the curve of measured values is smoothened by many contributing alleles, and environmental influences
4. Describe the Gaussian distribution
5. Discuss how central tendency is estimated
6. 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
Master Syllabus
School of Arts and Sciences Master Syllabi

Gerontological Nursing with Practicum

Course
NURS 320
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: Cecilia George McSween Cgeorge@@sgu.edu ext. 3095, 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, 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)

NP0-2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics, and behaviors of the discipline of nursing. (Professional conduct)

NP0-6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NP0-7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NP0-8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: 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%
Engagement Tool	10%
Final **Practicum**	30%
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:

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

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: -Disengagement Theory -Activity Theory -Continuity Theory -Life –Course Theory -Maslow's Hierarchy -Erikson's Theory -Havighurst's Theory	Concept map
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
6	**Ethical, Legal and Regulatory Issues that affect the elderly**	Ethical Issues: -Decision making capacity/ Competency -Autonomy -Principles of Beneficence/ Non Maleficence -Informed consent - Legal Issues: -Negligence -Battery	**Individual Scholarly Paper** Discuss and analyze the impact of economic, political, social and demographic forces on the delivery of health care system in Grenada. **Guidelines for Assignment** 1. Introduction: Outline the purpose and focus of topic. 2. Background: Research and summarize topic. 3. 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. -APA Format

			-2000 words -Times New Roman -12 Font -Cover page/Reference
7	**Physiological Changes in the Elderly**	-Discuss the effects of physiological changes on the elderly: -Musculoskeletal System -Renal Changes -Genitourinary system Case Study/Concept Map	**Class Presentation:** Each group will discuss the effects of aging on the following systems: 1. Cardiovascular System 2. Respiratory system 3. Integumentary system 4. Nervous system **Guidelines for Presentation** 1. Define disease condition. 2. Discuss signs and symptoms. 3. Nursing considerations. 4. Community Resources Health Promotion Strategies
8	**Midterm**		
9	**Health Promotion and Maintenance: Physiological** **Health Concerns**	Benefits of a Healthy Life Style: -Regular exercise -Weight reduction -Immunization for influenza -Smoking cessation Quiz	**Class Presentation** Each group will choose and present on a health promotion/maintenance topic in the Elderly Population; topic must be approved by teacher. **Suggested topics but not limited to:** 1. Heart disease 2. Cancer 3. Nutrition 4. Sensory Impairment **Guidelines of Presentation** 1. Define disease condition. 2. Discuss signs and symptoms. 3. Prevention of disease condition 4. Nursing considerations. 5. Nursing interventions. 6. List community Resources
10	**Biological assessment of the Elderly Population** Quiz	-Sleep disorders in the Elderly (Insomnia) -Activity and Safety - Fall Prevention -Sensory/Stimulation -Sexuality -Case Study	Case Study Concept-Map
11	**Cognitive Changes in the Elderly Population**	-Delirium -Depression -Mental Health Assessment -Mini-Mental State Exam	**Class Presentation** Each group will present on: 1.Alzheimer's disease 2.Vascular dementia 3.Parkinson's disease 4.Lewy bodies disease

			Guidelines for **Presentation** 1.Define disease condition. 2.Discuss signs and symptoms. 3.Nursing considerations. 4.Community Resources 5.List Diagnostic Tests
12	**Psychological Changes of the Elderly Population**	-Elderly Abuse -Financial Abuse -Religion/Spirituality -Teaching older adults Case Study/ Concept Map	**Class Presentation** Each group will present on one of the following topics: -Physical Abuse -Emotional Abuse -Sexual Abuse -Neglect
			Guidelines for Presentation -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	**Nutrition and Elimination in the Elderly Population**	Discuss factors affecting Nutritional/Elimination Status Assess Nutritional Status: -Screen for Malnutrition -Discuss Mini Nutritional Assessment -Nutrition-Drug Interaction -Religion-Based Dietary Restrictions	**Group Assignment/Presentation Nutritional Assessment** -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.
14	**Life Transition:** Relationship with Family and Elderly	-Advanced directives -Durable power of attorney -Dimensions of endof-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

Master Syllabus
School of Arts and Sciences Master Syllabi

Global Business Environment

Course
BUSI 208
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Classroom Location: Blended /TBA

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: Mahalia Charles mcharl11@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

Course Curriculum Information

Course Description:
This course explores the global forces shaping Caribbean and international business. The course considers the macro-business environments of the Caribbean region through the exploration of globalization, political systems, major world economies, and the formation of trade blocks and the regulation of trade. This course provides an inter-disciplinary overview of the main theories and issues related to the performance of the Caribbean in the global economy. The course will emphasize and analyze the causes and consequences of the 2008 global economic and financial crisis from alternative theoretical perspectives as well as the emergence of China and other countries as key players in the

global and Caribbean economies. Other issues to be studied include a brief overview of free trade theories, the role of the WTO, climate change and global warming, economic integration and the challenges faced by the European Union, CARICOM and the CSME, the power and influence of multinational companies, foreign exchange markets and currency manipulations, the growing power of drug traffickers and organized crime, the search for more effective approaches to combat hunger and underdevelopment, the need to ensure sustainability and protect the environment, the political economy of migration and tourism, and other related issues.

Course Objectives:

1. Acquire a thorough understanding of the process of globalization.
2. Understand the main arguments of the critical approaches to globalization.
3. Develop an understanding of the impact of a diverse and changing macro-international environment on the Caribbean organization.
4. Discuss the regulatory, political and economic frameworks that Caribbean and international organizations have to work within.
5. Highlight the benefits/issues of trading internationally and the goals of regional/international trade groups
6. Discuss the world economy and the issues faced using the macro-economic frameworks that underpin the global economy.
7. Discuss the Caribbean organization in the context of international markets and the global competitive environment.

Student Learning Outcomes:

- Demonstrate a thorough understanding of the process of globalization
- Critique the main arguments of the dominant approaches to globalization
- Discuss the classical liberalism and neoliberal perspectives on trade and protectionism
- Critique the Marxist, mercantilist and feminist perspectives on capitalism, globalisation and financial crises
- Understand free trade theories, various types of protectionism and the role of the WTO
- Evaluate the achievements and current challenges of the European Union, CARICOM/CSME • Understand the use of trade as a foreign policy tool
- Assess the international financial system, the role of the IMF and the causes and consequences of the 2008 global crisis
- Demonstrate an understanding of the role of currency manipulation in the global economy (the dollar, the Euro, the Real and the Renminbi)
- Explain the emergence and importance of the BRIC countries
- Identify the political economy angles of innovation and technological change
- Evaluate alternative theories and policies for achieveing development, sustainability and povety alleviation
- Discuss the debate over climate change and global warming
- Assess the growing challenges posed by the illicit global economy, brain drain and tourism
- Evaluate the net impact of multinational corporations
- Understand the role of social entrepreneurship

Program Outcomes Met by This Course:

Gen Ed: Critical Thinking; Global Learning; Ethical Reasoning & Action; Inquiry, Analysis, & Problem Solving; Knowledge of Caribbean Society; Oral Communication; Teamwork.

BMS:

- Demonstrate effective written and oral communication skills. (ISLO 3)
- Critically think, motivate and collaborate to solve business problems. (ISLO 4)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Required Text:

• GBE Handouts (Location: Sakai Modules)

Supplementary Readings/Resources:

The Economist **(found in Founders Library)**

The Financial Times **(online)**

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 Requirements and Percent of Grade:** Composition of final grade:

Midterm (I)	25%
Final (I)	30%
Group Project (G)	25%
Assignments (G)	20%

100%

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

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. **Midterm and Final exams**. The midterm and final exams are a mix of multiple choice / Short answer items.
3. **Assignments**. Assignment teams will be made up of 2-3 students each. There are 4 assignments worth 5% each. Each assignment is due at the end of each module. This team class exercise is designed to provide you with a sound understanding of each module. Your team assumes the role of lead consultants that will advise the class on the critical issues presented, and explicitly considering and rejecting alternative sides of the issue because of the analysis, the sources (real & fake).
   The teams will be advising the class via a short 2-page brief. 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 Project Presentation**. **Trade Fair – The New Stars of the Global Economy**.

This team project is designed to provide you with a sound understanding of how all aspects of the macroeconomic environment intersects with the country environment and the business environment.

Specifically, you will act as your chosen country's Secretary of Trade and try to attract Foreign Direct Investment (FDI). As such you will need to discuss concepts like but not limited to: economic, geographic, demographic, social-cultural, political, legal, infrastructure, financial and business stability. ***The final presentations will be due April 15 via the Sakai Dropbox. Teams will be made up of 2-3 students each***.

1. *Country Selection*

Select a country that the other teams in the class have not selected.

2. *Pitch Selection*

You will have access to Audio-Visual Equipment, and a table on the presentation day.

3. *Pitch Strategy*

After selecting a country, you can begin devising a strategy to successfully market the country to potential investors. You should draw on the material covered in class and carefully lay out a complete Investment package. Your final presentation will include a 6-foot table that you can decorate as you deem appropriate as well as the audio-visual equipment for your use. **The Trade Fair 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 2013 onwards). Students are required to provide periodic updates to the instructor prior to the submission of the final projects.

The panel of investors will vote in three different categories:

- **Best Investment Opportunity**
- **Best Pitch**
- **Best in Show**

Tentative Course Schedule:

WEEK	***Readings: Book Chapters/Cases/Sakai Reading Module Location.***
1	**Sakai Module 1**
2	**Sakai Module 1**
3	**Sakai Module 1**
4	**Sakai Module 2**
5	**Sakai Module 2**
6	**Sakai Module 2**
7	**Sakai Module 2**
8	**Midterm Exam**
9	**Sakai Module 3**
10	**Sakai Module 3**
11	**Sakai Module 3**

12	**Sakai Module 3**
13	**Sakai Module 3**
14	**Sakai Module 4**
15	**Sakai Module 4/Project Presentations (Project DUE)**
16	**Final Exam**

Module 1

- Internationalization & Globalization: History of International business, trends from local, regional and international markets. What is international political economy? Geo politics/supranational organizations.
- Alternative perspectives on globalization: The world's economies and international integration
- "Laissez-Faire": the economic liberal perspective
- Understanding the 2008 global financial crisis and its impact on Caribbean Economies
- Wealth and power: the mercantilist perspective
- Economic determinism and exploitation: the structuralist perspective
- Alternative perspectives on international political economy
- Constructivist and feminist perspectives

Module 2

- The production and trade structure
- The international monetary and finance structure (IMF & World Bank)
- The changing role of the dollar and the euro
- The debate over the undervaluation of the renminbi and its implication for international trade
- International debt and financial crises - the Caribbean in comparative perspective
- The global security structure
- The knowledge and technology structure

Module 3

- The 'development' conundrum: choice amidst constraints & the international competitive environment
- Regionalism: toward a more 'perfect' European Union & CARICOM
- Moving into position: the rising powers
- China, India, Brazil and Russia (The BRICs) and the world economy
- The Middle East & China: the quest for development and democracy

Module 4

- The illicit global economy: the dark side of globalization
- Migration and tourism: people on the move, population demographics and the 'brain drain'
- Transnational corporations: the governance of foreign investment
- Food and hunger: market failure and injustice
- Oil and energy: dependency and resources curses
- The environment: steering away from global disaster
- Climate change and global warming

Master Syllabus
School of Arts and Sciences Master Syllabi

Grenada Wildlife and Habitats

Course
BIOL 217
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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)**

Course Director Office Hours: 9:00 am to 11:00 am (M & W)

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.

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:
    1. Learn to ask the questions that conservation biologists ask
    2. Learn to recognize and interpret patterns found in nature and embedded within conservation biology issues
    3. Gather, interpret, and communicate quality information

3. To immerse students into the natural environment to gain first-hand experiences and knowledge of the unique threats facing the flora and fauna of Grenada.
4. Become vested in the conservation of organisms and their habitat and realize that biodiversity is extraordinary.

Technical Skills Outcomes: N/A

Student Learning Outcomes:

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

Program Outcomes Met By This Course:

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:
Text: Powell, R.H.R., 2009. Natural history of West Indian reptiles and amphibians. Gainesville:

University Press of Florida.

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

Supplementary Readings/Resources:

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

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

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

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

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 doublespaced.

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: 2022 Tentative Spring Lecture Schedule			
Week		**M: Lecture 1**	**W: Lecture 2**
17-Jan	**01**	Introductions & Syllabus Review	Biodiversity
24-Jan	**02**	Classification of Organism Presentation Guidelines	Habitats I
31-Feb	**03**	Habitats II	Catch Up Day
7-Feb	**04**	**Holiday**	Quiz 1
14-Feb	**05**	BIRD PRESENTATION	BIRD PRESENTATION
21-Feb	**06**	BIRD PRESENTATION	BIRD LECTURE 1
28-Feb	**07**	BIRD LECTURE 2	BIRD LECTURE 3
7-Mar	**08**	**Midterm Exam**	**Midterm Week**
14-Mar	**09**	AMPHIBIANS	AMPHIBIANS
21-Mar	**10**	QUIZ 2	REPTILE
28-Mar	**11**	REPTILE	MAMMALS
4-Apr	**12**	Catch up Day	QUIZ 3
11-Apr	**13**	MAMMALS	MAMMALS
18-Apr	**14**	**Holiday**	Quiz 4
25-Apr	**15**	PRESENTATIONS	PRESENTATIONS
2-May	**16**	**Final Exam—likely today**	**Final Exams Week**

Master Syllabus
School of Arts and Sciences Master Syllabi

Health Psychology

Course
PSYC 316
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Lenise Paul, M.A.

Course Director Name: Dr. Hazel Dabreo

Course Lecturer(s) Contact Information: lpaul4@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: Online

Course Director Office Location: Ballsier Bldg. G.

Course Support: Ms. Nikisha Thomas, nsthomas@sgu.edu, ext. 3692

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

Course Curriculum Information
Course Description:

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.

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 = 64.4% 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%

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 2022

WK & DATE	TOPICS	ACTIVITIES	CH.
Week 1 Jan 18, 20	Course Introduction Overview of Psychology and Health	Reflection 1	1
Week 2 25, 27	Stress: Its, Meaning, Impact, and Sources	Reflection 2	3
Week 3 Feb 1, 3	The Body's Physical Systems	Reflection 3	2
Week 4 8, 10	Stress, Biopsychosocial Factors and Illness	Reflection 4 Exam 1(Ch. 1-3)	4
Week 5 15, 17	Coping with and Reducing Stress	Reflection 5	5
Week 6 22, 24	Health-Related Behavior and Health Promotion	Reflection 6	6
Week 7 Mar 1, 3	Wellness Project Proposal	Proposals	
Week 8 Mar. 7-11	MIDTERM WEEK	Exam 2 (Ch. 4-6)	
Week 9 15, 17	Substance Use and Abuse	Reflection 7	7
Week 10 22, 24	Nutrition, Weight Control, etc.	Reflection 8	8
Week 11 29, 31	In the Hospital: The Setting, Procedures, and Effects on Patients	Reflection 9	10
Week 12 April 5, 7	Using Health Services: Patient-Practitioner Relationship	Reflection 10	9
Week 13 12, 14	Guest Lecturer	Exam #3 (case studies)	
Week 14 19, 21	Well-being Project Presentations		
Week 15 26, 28	Well-being Project Presentations		
Week 16 May 2-6	FINAL EXAM WEEK	Exam 4 (Ch. 7-10)	

Master Syllabus
School of Arts and Sciences Master Syllabi

History & Systems

Course
PSYC 412
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Wendy Romain

Course Director Name: N/A

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

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Weds, Fri 2 to 4 pm

Course Lecturer(s) Office Location: Balisier Building (upper level)

Course Support: Nikisha Thomas, nsthomas@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 psychological thought past, and present, from ancient Eastern and Western cultures, the Middle Ages, and modern science. Traditions which will be examined include radical and empirical philosophies, inclusive of French, British, German, and American major schools of thought. Other major approaches and schools of thought influencing psychology's history such as the Gestalt movement, Psychoanalysis, Third force, and Neo-functionalism will also be examined. Trends that followed psychology's formal founding in the late 1870s will be explored, along with major trends in scientific and professional psychology from the latter half of the twentieth century to the early twenty first century.

Course Objectives:

- Trace and evaluate the historical path of the western civilization.
- Demonstrate an appreciation for the evolution of western thought from the time of antiquity.
- Connect the progression of ideas which led to the post-Renaissance empirical science.
- Analyze the link between post-Renaissance development of empirical science and psychology's diverse form.
- Evaluate major schools of thought and approaches

Student Learning Outcomes:

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

CLO 1 – Demonstrate an awareness of the figures and events influencing the emergence of psychology.

CLO 2 – Discuss key world events occurring in the Medieval, Middle Ages, and Renaissance period, and explain how these events impacted the unfolding of psychology.

CLO 3 – Decipher the epistemological differences between pre-modern and contemporary philosophers and psychologists .

CLO 4 – Discuss the impact of the various subfields of psychology, while understanding how they knit together to depict a holistic psychology

CLO 5 – Discuss the impact of inductive science and the scientific revolution on psychological phenomena in both the pre-modern and modern era.

CLO 6 – Familiar with current research on modern psychology and the various subsystems.

Program Outcomes Met By This Course:

PLO 3- Apply knowledge of cultural and cross-cultural psychology to understand the various belief systems, norms, and values within one's culture, and that of others.

PLO 4 - 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.

PLO 5 - Analyze, evaluate, and synthesize key perspectives from the various subfields of psychology, demonstrating key overlaps which point 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 = 64.4% or less

Course Grading Requirement:

Course Assessment: Points; Percentage

Newspaper Assignment: 50: 20.4

Minilecture: 25: 10.2

Forums: 80: 32.6

Quizes: 80: 32.6

Attendance/Participation: 10: 4.0

Total Points

Course Requirements:

Students will be required to:

1. Attend classes punctually and regularly.

2. Participate actively in class discussions, exercises, and group activities.
3. Be respectful of each other during class discussions and while participating in group assignments.
4. Become proficient with APA Manual 7th Edition
5. Read attendance policy and examination policy in your student manual.
6. Submit all assignment on the scheduled date. Marks will be deducted for each day late.
7. Inform lecturer ahead of time if there might be any extenuating circumstances that may hinder a timely submission of assignment or participation in group activities.

Course Schedule:

HISTORY & SYSTEMS OF PSYCHOLOGY LECTURE OUTLINE*

Week	Dates	Topic	Assignment Due
1	18th – J**anuary** 20th	Introduction to Course History: Past & Present	
2	25th 27th	Ancient Greece Ancient Greece	
3	1st **February** 3rd	Middle Ages Middle Ages	
4	8th 10th	Intellectual Life Modern Science	
5	15th 17th	Sensationalism Positivism	
6	22nd 24th	Mental Passivity Mental Activity	
7	1st **March** 3rd	19th Century Psychology 19th Century Psychology	
8	**MIDTERM**	**March 7th to 11th**	**Midterm Exam**
9	15th	Founding of Modern Psychology	
	17th		
10	22nd 24th	American Functionalism Gestalt Movement	
11	29th	Psychoanalysis	

	31st	Psychoanalysis	
12	5th **April** 7th	Third Force Movement Neofunctionalism	
13	12th 14th	Positivism Inductivism	
14	19th 21st	Modern Trends Modern Trends	
15	26th 28th	**Presentations** **Presentations**/Wrap up	
16	**FINALS**	**May 2nd to 6th**	

Master Syllabus
School of Arts and Sciences Master Syllabi

Human Anatomy

Course
BIOL 460
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
Course Description
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.

Faculty and Staff

Course Director: Ramesh Rao, MD Instructor Department of Sciences	Anatomical	**Associate Course Director:** Alena Wade, MD MSMEd Instructor	**Office Staff:** Ms. Sharon-Rose Lessey Administration

rrao@sgu.edu biol460@sgu.edu		Department of Anatomical Sciences awade@sgu.edu biol460@sgu.edu	Department of Anatomical Sciences slessey@sgu.edu biol460@sgu.edu

Faculty: All teaching faculty are from the Department of Anatomical Sciences.

Ramesh Rao, MD rrao@sgu.edu	Alena Wade, MD MSMEd awade@sgu.edu	Deon Forrester, MD MSMEd dforrester@sgu.edu
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Feimatta Sowa, MD fsowa@sgu.edu	Ali Drigo, MD adrigo@sgu.edu	Kevlian Andrew, MD MBA kandrew@sgu.edu

3. Contact Information – biol460@sgu.edu

- All questions or concerns can be directed to the above email address, which is accessed by the course directors and office staff.
- All communication must be via your SGU email address.

Faculty Appointments:

All faculty appointments are to be made in person or via email by contacting Ms. Sharon-Rose Lessey at the main Anatomy office between the hours of 08:30-12:00 and 13:00 – 15:30 only. The department is open from 08:00 – 17:00 during week days and is closed over the weekend and on public holidays.

Content Related Questions:

The most efficient way to address all content-related questions is through the use of the general forums on MyCourses. It is an ideal place to interact with peers and it is moderated by faculty.

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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 Information
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 my Campus Secure Login (Portal), 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.
- **Mediasite Catalog**: Lectures recorded and uploaded in Sonic Foundry.
- **Online Resource:** Supplemental material for histology tissue preparation and embryology lectures.

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

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 m ay use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any other student, temporarily reregistered 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 problem s 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. batter y 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 for checking full functionality of their individual clicker regularly by monitoring the green LED response after successful response transmission.

Students actively or passively (either for their own, or for someone else's benefit) involved in fraudulent attempts to manipulate examination or participation / submission records maybe dismissed for violation of the honor code.

A student caught in possession of multiple clickers inside a class venue may be dismissed for violation of the honor code.

Announcements:

Announcements regarding course activities such as exam/lab venues, program and schedules changes will be posted on MyCourses.

Your SGU e-mail account is the only official e-mail address the Department and the University will use to communicate with you.

Course Materials
Textbook:

- **Principles of Human Anatomy, 13th Edition**

Tortora & Nielsen

ISBN-10:1118344995

ISBN-13: 978-1118344996

Lecture Handouts:

- Pre-midterm and post-midterm lecture handouts.

Supplemental Resources on MyCourses:

- Embryology resources
- Laboratory image banks and structure lists

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.

Components of the Course
I. Lectures

A large part of the course content will be presented in the form of lectures. Each lecture will last 50 minutes and will take place at the **Bourne Lecture Hall (BLH)** 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. Lectures are recorded and uploaded to the Mediasite.

Lecture Etiquette:

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 at the Anatomy dissection lab. The laboratory activities parallel and reinforce lecture content through the use of models, prosected cadaveric material and histological slides. Students will attend two (2) hours of lab per week. Faculty will facilitate and be available for questions and guidance.

Lab open hours

Students will have access to lab open hours as per the official lab schedule these hours are for self-study and no faculty will be present in open hour sessions, lab rules must be fully observed during open hour sessions.

Anatomy Lab Rules:

- **Attire**: **Full set of scrubs (top & bottom) and closed toe shoes.**
- You are required to bring your own gloves to lab activities.
- It is a privilege to have access to donated cadaveric materials.
    - All materials in the lab should be handled with care and respect at all times.
- Food and drink are not permitted in the lab at any time.
    - Includes chewing gum and drinking water.
- No pictures or recordings are allowed at any time in the lecture or lab.
- Use of cell phones is not allowed.
    - Students should use vibration mode and not answer the phone while in the lab.

Lab Material:

The laboratory learning resources such as plastic models, plastinated specimens and cadaveric materials are expensive and often fragile. Students should take special care while handling them. Images representative of what will be reviewed during the lab sessions can be found in the lab folder 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:

There will be 6 five-question lab quizzes on SAKAI during the course of the term and will correspond to lab sessions and specimen seen. The lab quizzes will contribute a maximum of **10 (ten) points or 4%** of the course. **There will be no remediation for missed lab quizzes.**

3. **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:

There will be 5 five-question quizzes on during the course of the term and will correspond to the topics discussed in the Buzz sessions. The buzz quizzes will contribute a maximum of **10 (ten) points or 4%** of the course. **There will be no remediation for missed buzz quizzes.**

4. **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 reopened once closed**. Virtual quizzes add up to a total of **10 (ten) points or 4%** 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. Unlimited attempts.
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.

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 sterocilia.

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 (atlantoaxial, 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 tonsilar (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 hypospadia, 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.

Master Syllabus
School of Arts and Sciences Master Syllabi

Human Biology

Course
BIOL 221
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Cristofre Martin, Kwami Jones

Course Director Name: Cristofre Martin/Kwami Jones (laboratory)

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

Course Director Contact Information: cmartin@sgu.edu; kjones@sgu.edu

Course Lecturer(s) Office Hours: By appointment

Course Director Office Hours: By appointment

Course Lecturer(s) Office Location: Caribbean House

Course Director Office Location: Caribbean House

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, phyiological, 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.
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: Apple 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 = 64.4% or less

Course Materials:

Text: N/A

Supplementary Readings/Resources: N/A

Course Grading Requirement:

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

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

Course Requirements:

Students will be required to:

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

Course Schedule:

Session	**Date**	**Topics**	**Instructor**
1	Jan 17	Introduction	Martin/Jones
2	Jan 19	Epithelium	Jones
3	Jan 21	Connective Tissue	Jones
4	Jan 24	Cartilage	Jones
5	Jan 26	Bone	Jones
6	Jan 28	Muscle Histology	Jones
7	Jan 31	Muscle Physiology	Martin
8	Feb 2	Muscle Fatigue	Martin
9	Feb 4	IMCQ Session	Martin
10	Feb 7	Holiday	Martin
11	Feb 9	**Exam #1 (Session 2-8)**	
12	Feb 11	Axial Skeleton	Jones
13	Feb 14	Skeleton and Joints	Jones
14	Feb 16	Digestion I	Martin
15	Feb 18	Digestion II	Martin
16	Feb 21	Digestion III	Martin

17	Feb 23	Digestion IV	Martin
18	Feb 25	Blood	Martin
19	Feb 28	IMCQ Session	Martin
20	March 2	**Exam #2 (Session 12 – 18)**	
21	March 4	Cardio I	Martin
22	March 14	Cardio II	Martin
23	March 16	Respiration I	Martin
24	March 18	Respiration II	Martin
25	March 21	Excretion I	Idries
26	March 23	Excretion II	Idries
27	March 25	IMCQ Session	Martin
28	March 28	**Exam #3 (Session 21-26)**	
29	March 30	Female Reproduction	Martin
30	April 1	Male Reproduction	Martin
31	April 4	Neuro - Cells	Martin
32	April 6	Central Nervous System	Martin
33	April 8	Periph. Nervous System	Martin
34	April 11	Action Potentials	Martin
35	April 13	Sensory Systems	Martin
36	April 15	Holiday	
37	April 18	Holiday	
38	April 20	Vision	TBA
39	April 22	IMCQ Session	TBA
40	April 27	Review/Discussion	Martin
		Exam #4 (Sessions 29-38)	

Laboratory Schedule:

Time: Friday, 10:30AM to 12:30PM (Science Building Laboratory)

Lab #	**Date**	**Topic**
1	Jan 21	Epithelium histology
2	Jan 28	Connective tissue, cartilage and bone Histology
3	Feb 4	Muscle fatigue and Muscle Histology
4	Feb 11	GI Histology and rat anatomy
5	Feb 18	Rat muscle
6	Feb 25	**Laboratory Midterm Exam**
7	March 4	Respiration and urine analysis
8	March 18	Exercise and blood pressure
9	March 25	Heart anatomy, rat GI and respiratory system
10	April 1	Rat urogenital and circulatory system
11	April 8	Equilibrium
12	April 22	**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 May 1.

Quiz #	Start Date	Lecture Topics
1	Jan 21	2-3 (epithelium, connective tissue)
2	Jan 26	4-5 (cartilage, bone)
3	Feb 2	6-8 (muscle)
4	Feb 14	12-13 (skeleton)
5	Feb 23	14-17 (digestion)
6	Feb 25	18-22 (blood, cardio)
7	March 18	23-24 (respiration)
8	March 23	25-26 (excretion)
9	April 1	29-30 (reproduction)
10	April 20	31-39 (neuro, sensory, vision)

Master Syllabus
School of Arts and Sciences Master Syllabi

Human Resource Management

Course
BUSI 310
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Anthony Andall

Course Director Name: N/A

Course Lecturer(s) Contact Information: 444–4175 ext. 3723 or aandall@sgu.edu

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon & Wed 11-00- 12:00 pm, 2:15 pm – 3:30 pm, Tue & Thu

Course Director Office Hours: N/A

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

Course Director Office Location: N/A

Course Support: Tracy Fortune, tfortune@sgu.edu, 3373

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

Course Curriculum Information
Course Description:

This course is an introduction to the human resource management (HRM) function and related elements and activities to examine the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global

environments are appraised and current issues such as diversity training, sexual harassment policies, and the rising cost of benefits are analyzed. Emphasis is placed on the modern-day importance of HRM at the corporate level as well as the view of HRM from the perception of both management and subordinate employees. (Source: Human Recourse Management, Global Edition Sample Syllabus 2015 Pearson Education)

Course Objectives:

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

ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: 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: 15
- ***Total :*** **100**

Course Requirements:

Chapter quizzes:

Upon completion of each chapter a quiz will be administered. These quizzes will be administered using both online and in person as determined by the course instructor. Quizzes will account for 15% of the course grade.

Individual assignments:

At least two (2) individual assignments will be administered throughout the course. Combined, individual assignments will account for a total of 15% of the course grade.

Group paper:

A group assignment will be distributed in week nine (9) of the course. The size of the group is contingent of the size of the class and will be determined by the course instructor. The group paper will account for 15% of the course grade.

Midterm and Final Exams: The midterm and final exam will occur in week 8 and week 16 respectively.

Course Schedule:

Week	Topic	Chapter
1	Introduction to HRM **(Jan 17th, 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 7th – 11th)**	
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 (April 29th - MAY 6th)	

Master Syllabus
School of Arts and Sciences Master Syllabi

Independent Studies in Social Sciences

Course
SSCI 480
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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; nsthomas@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:

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

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 = 64.4% or less

Course Materials:

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%

TOTAL **100%**

Course Requirements:

It is required that students meet with their lecturer on a regular basis. 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:
    1. 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,
    2. A header must appear at the top of each page,
    3. All pages must be numbered,
    4. All pages must have one inch top/bottom, and left/right margins, and e. Papers must be double-spaced, with 12 point fonts.
5. All sources of information used in your paper must be documented. This is true whether you are quoting or paraphrasing; whether you are making direct reference to the material, or using it in a general and indirect way. Sources here refer to written as well as non-written materials, such as audio or video recorded interviews, personal conversations, etc. It is a criminal offense to use other people's information without giving them the credit. It is called plagiarism. A source must be cited by author(s), year (and page numbers if quoting) in the passage in which it is used.
6. Please proof read and spell check your document. With word processors now possessing both grammar and spell check, I consider it highly unprofessional to submit documents with incorrect spelling and blatant grammatical errors.
7. Papers that do not adhere to these guidelines may not be reviewed.

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

Master Syllabus
School of Arts and Sciences Master Syllabi

Industrial and Organizational Psychology

Course
PSYC 408
Semester
Spring
Year
2022
Catalog

School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Justina Aire

Course Director Name: Dr. Justina Aire

Course Lecturer(s) Contact Information: jaire@sgu.edu +1 473 444 4175 x3253

Course Director Contact Information: jaire@sgu.edu +1 473 444 4175 x3253

Course Lecturer(s) Office Hours: Mon, & Wed.,: 11:00 A.M. – 2:00 P.M. and Fridays 12:004:00 P.M. BY APPOINTMENT ONLY – Zoom Platform

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Balsier Building

Course Director Office Location: Balsier Building

Course Support: Ms. Thomas nsthomas@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:

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. Utilize 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 = 64.4% or less

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

ASSESSMENT PROCEDURE

Course Grading Requirement:

1. Attendance, Punctuality and Participation. That is:
    1. Be in class every scheduled session. Absence in peer Scheduled Presentation attracts a loss of marks.- 2 points for lateness and 5 points if you are absent
        1. Be in all scheduled classes within 5 Minutes of the start of class, latest.
        2. 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%) EXAM SOFT ONLY
3. Term Paper (20%) - Peer Presentations.
4. Final examination. (30%) EXAM SOFT ONLY

STRICT EXAM SOFT COMFORMITY AS OUTLINED BELOW IS REQUIRED FOR THIS COURSE

To reduce the risk of your exam being flagged please observe the following:

1. Avoid talking out loud
2. Avoid looking away from the monitor
3. Avoid having distractions (animals, people) in or walking through the room or making noise during the exam
4. Check that your webcam is recording your **full face** at all times.

Please be aware that 5% of your grade will be deducted if you are flagged for any of the following:

1. Use of prohibited resources (e.g. whiteboard/scrap paper) unless explicitly allowed as an accommodation
2. Multiple people in the camera's view unless in a shared examination space
3. Leaving the room or field of view during the exam
4. Wearing headgear that cover the ears (e.g. scarves, headphones)
    1. If requested in advance, we will allow ear plugs as long as they are shown to the camera prior to starting the exam
5. Unnatural hand gestures
6. Poor lighting
    1. You should be facing the light source
7. Eyes and face not visible for **ENTIRE** duration of the exam (masks allowed in shared examination spaces)
8. Answer and monitor files NOT uploaded.
    1. You must ensure your microphone is enabled
    2. Check that your image is not frozen

You will be monitored until you click the “continue to upload” button and leave secure mode. Please refrain from any actions that may lead to you being flagged until that time.

You will need to have your exam downloaded BEFORE the start time or you will risk a 0 (zero) grade.

Technical issues may occur, and any exam not downloaded by download end (30 min after exam start time) will not be counted.

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) – **Chapter 3** - Employee Selection Principles and Techniques
WEEK 4: **Chapter 4 -** Psychological Testing & Video and Peer discussion
WEEK 5: Quiz 2 (Chapters 3) - **Chapter 5** - Performance Appraisal

WEEK 6: **Chapter 6** - Training & Development & Video on Training Process		
WEEK 7: Quiz 3 (Chapters 5) – **Chapter 7** - Leadership		
WEEK 8: Midterm Week - No Examination		
WEEK 9: Quiz 4 (Chapters 7) - **Chapter 8** - Motivation, Satisfaction, and Job Involvement		
WEEK 10: **Chapter 9** -The Organization of the Organization & Video on Emotional Intelligence		
WEEK 11: Quiz 5 (Chapters 9) - **Chapter 10** - Working Conditions		
WEEK 12: Preparation for Presentation of Group Projects		
WEEK 13: **Chapter 11 -** Employee Safety and Health Issues **& Chapter 12 -** Stress in the Workplace		
WEEK 14:	Regular classes:	**Chapter 13** Engineering Psychology & **Chapter 14** Consumer Psychology
WEEK 15: Preparation for Final examination – individually or in groups		
WEEK 16: Final Examination Week **- Two randomly selected chapters of those NEITHER tested NOR presented**		

Expected Holidays - Spring 2022

- Holiday – Independence Day February 7
- Midterm week March 7-11
- Holiday – Good Friday April 15
- Holiday – Holy Monday April 18
- Holiday – Labor Day May 1 / Sunday
- Holiday – Labor Day May 2 /Monday

Master Syllabus
School of Arts and Sciences Master Syllabi

Information Systems Analysis

Course
COMP 407
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Thompson Cummings

Course Director Name: Dr. Thompson Cummings

Course Lecturer(s) Contact Information: 473-444-4175Ext.3178; tcummings@sgu.edu

Course Director Contact Information:

Course Lecturer(s) Office Hours: Mondays: 9.30–11.45 AM; 1.00 – 4.00 PM. Tuesdays and Thursdays:1.00 – 3.30 PM

Course Director Office Hours:

Course Lecturer(s) Office Location: Building D (Leeward Hall) 1st. Floor **Course Director Office Location:**

Course Support: Mary Celestine, MCelesti@sgu.edu Ext. 37266

Course Management tool: To 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:

1. The course is designed to provide students with the tools and techniques for analyzing information systems requirements and writing systems proposal.

Student Learning Outcomes:

Once students have mastered the course material, they will be able to:

1. Describe and discuss the different types of information systems and at what level within an organization they are appropriately implemented.
2. Realize what are the many roles of a systems analyst are.
3. Know and understand the various development methodologies and how they help the systems analyst.
4. Describe and discuss the main features to be examined in determining whether a system project is worthy of commitment.
5. Describe how to manage a system project using Gantt Charts and PERT Diagrams.
6. Describe and discuss the various analysis techniques that can be employed to determine user's needs.
7. Use structured techniques to construct data flow diagrams.
8. Diagram structured decisions using Structured English, Decision tables, and Decision trees.
9. Prepare and write a systems proposal.

Program Outcomes Met By This Course:

CTPO1 Analyse a problem, identify and define the computing requirements appropriate to its solution

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: • Prescribed Text(s): Open Textbook on Systems analysis/Software engineering/Software development.

Supplementary Readings/Resources: Systems Analysis and Design. 9th. Edition. Kendall and Kendall. Prentice Hall.

Course Grading Requirement:

Course Work	20%
Mid-term	20%
Project	20%
Participation	10%
Final	30%

Course Requirements:

Course Schedule:

This course covers the following topics:

Unit I Systems Analysis Fundamentals

- Information systems – Types of information systems
- The Systems Analyst - Systems analysis and design concepts, Role of the Systems Analyst
- Organizational style and its impact on information systems – Organizational fundamentals, Levels of management, etc.
- Development methodologies - Systems development life cycle, Case tools
- Entity-Relationship modeling • Project Management o System selection – Problem identification and selection o The Feasibility study – Types of feasibility o Activity Planning and Control – Gantt Charts and PERT diagrams o The Systems Proposal - Preparing, Writing, and Presenting the proposal

Unit II Information Requirements Analysis

- Analysis Techniques – Interviews, Questionnaire, Observations, etc.
- Prototyping – Approaches to prototyping, Developing a prototype, Users role in prototyping
- Rapid Application Development
- Agile modeling – principles and practices, development process and tools
- DevOps

Unit III The Analysis Process & System proposal

- 3.1 Data Flow Diagram – Developing data flow diagrams, logical and physical Data Flow Diagrams, Partitioning Data Flow Diagrams, Creating a physical Data Flow Diagram, Using Data Flow

Diagrams, Modeling Hierarchy

- 3.2 Data Dictionary – The Data dictionary, the Data repository, Creating the Data dictionary, using the data dictionary.
- 3.3 Process Specifications – Decision tables, Decision trees, Structured English
- 3.4 Object-oriented analysis – Concepts, Unified Modeling Language (UML) concepts and diagrams

Tentative Course Schedule

Week	Unit	Assignment/ Project	Assignment/ Project due date
1	Syllabus Information systems		
2	Organization and Information systems The Systems Analyst	#1 Given	
3	Development methodologies SDLC CASE Tools		#1 due: end of week 3
4	Entity Relationship Diagram		
5	Project Management System selection Feasibility study Activity planning and control	#2 Given	
6	Activity planning and control (cont) Analysis Techniques Interviews Questionnaire		#2 due: end of week 6
7	Analysis Techniques (cont.) Observation Document Review Analysis Methods Prototyping		
8	**Midterm**	**Midterm** & Project Given	**Midterm**
9	System proposal Analysis Methods (cont.) RAD Agile modeling DevOps		
10	Dataflow diagrams	#3 Given	
11	Dataflow diagrams (cont.) Data dictionary		#3 due: end of week 11
12	Process specifications Structured English Decision tables	#4 Given	
13	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**

Master Syllabus
School of Arts and Sciences Master Syllabi

Information Systems Security

Course
COMP 406
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: 10:00 – 3:00 | Tue & Thu

Course Director Office Hours: N/A

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

Course Director Office Location: N/A

Course Support: Mary Celestine, mcelesti@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 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 (CNSS), 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 consequently provides students with such a knowledge ensure information assurance and security in the application of technology in an organization. It does so by covering topics related to the foundational principles of information and cybersecurity, namely Confidentiality, Availability, and Integrity, often referred to as the CIA triangle. It covers areas such as risk and threat analysis and appropriate mitigation techniques, installation and configuration of hardware and software security controls, disaster managements and recovery procedures. All these are discussed within the context of within applicable regulatory frameworks.

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 attack.
3. Perform basic penetration testing and vulnerability scanning
4. Participate in risk mitigation activities
5. Discuss cloud and virtualization concepts
6. Explain cryptography algorithms and their basic characteristics.
7. Draft IT policies
8. Identify applicable regulatory frameworks

Student Learning Outcomes:

1. Differentiate between threats, vulnerabilities, and attacks.
2. Compare and contrast types of attacks.
3. Perform threat analysis and respond with appropriate mitigation techniques
4. Install and configure systems to secure applications, networks, and devices
5. Compare and contrast identity and access management concepts
6. Discuss and evaluate policies, laws and regulations that are relevant to safeguarding an organization's information assets.
7. Discuss incident response and recovery procedures.
8. Compare and contrast cryptographic concepts

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.

CTPO-5 - Apply current techniques, concepts, skills, tools, and best practices used in the core information technologie

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Primary Text:

CompTIA Security+ SY0-601 Cert Guide (Certification Guide), 5th Edition, Omar Santos

(Author), Ron Taylor (Author), Joseph Mlodzianowski (Author), Pearson IT Certification (October 2021)

Supplementary Readings/Resources:

Numerous resources available from professional journals, web sites, magazines, news companies, manufacturers, industry trade groups and regulatory agencies. Access to these authors are usually facilitated using the world wide web.

Books from these authors are also highly recommended and are readily available online: Mike Meyers, Mike Chapple, Darril Gibson

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 that the full 'Labs'.
- Forums: peer-based discussions. Post your thoughts on a particular subject. View and respond to your classmate's own posts.
- Exams: assessments under strict controlled conditions. Given using ExamSoft Examplify (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/in class 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: 25%
- Labs: 20%
- Forums: 15%
- Exams: 25%
- Quizzes: 15%

Course Requirements:

Software required

-Oracle VM VirtualBox – virtualization software

-TurningPoint

Android: https://play.google.com/store/apps/details?id=com.turningTech.Responseware&hl=en iOS: https://apps.apple.com/us/app/turningpoint/id300028504

-ExamSoft

https://mycampus.sgu.edu/

Other software will be provided as needed

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 Look up the requirements of the Security+ exam
	Introduction to Information Systems Security -Definitions, related fields -Importance, relevance -Security principles and goals (CIA triangle) -Training and certifications	Chapter 1: pp. 3-8	
	Basic threats (Vulnerabilities and risk) -think like a hacker -actor types and attributes	Chapter 1, pp. 9-11	Chapter 1 Forum
2	Types of Attacks -Social engineering -Network -Application/service -Other application vulnerabilities and attacks	Chapter 5, pp. 144-158 Chapter 7, pp. 226-250 Chapter 9 pp. 285-294 Chapter 17, pp.583-590	Labs 2.1, 2.2 ,2.3 (A, B, C)
3	Malware -Viruses, ransomware, worms, trojans, spyware/adware, rootkits	Chapter 2	Assignment 1: Social Engineering
	Physical and Facilities Security Controls	Chapter 17, pp. 593-602 Chapter 10, pp.321-326	End of Chapter Quiz [Weeks 1,2,3]
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 ADD Ch. 5 here (App. Security)	End of Chapter Quiz [not given] Labs 4.1, 4.2
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 [See week 2 duplicate]	End of Chapter Quiz [not given] Forum
6	Network security technology, tools and approaches -Firewalls, VPNs, Routers, Gateways, Access Points	Chapter 3, pp. 53-57 Chapter 8	Lab End of Chapter Quiz

	-Honeypots and honeynets - Network Intrusion Protection Systems (NIPS) and Network Intrusion Detection Systems (NIDS) -Other command line tools		Assignment 1 due
7	Infrastructure Security: Wireless and Mobile Devices -management concepts -deployment models (BYOD, VDI, Co-operate owned -attacks and vulnerabilities	Chapter 3, pp. 66-78 Chapter 9, pp. 295-311	Forum [Study for Midterm] [Peer review...assignment 1]
8	Midterm Exam		
9	Risk and Vulnerability Management -basic concepts -application vulnerabilities -penetration testing vs. vulnerability scanning -vulnerability management	Chapter 5, 12 Remove Ch. 5 from here...place in week 4)	Assignment 2 given Labs 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	Labs 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 nonrepudiation -Symmetric and asymmetric algorithms -Steganography and obfuscation	Chapter 14	Lab Forum discussion End of chapter quiz [REMOVE]
13	Cryptography and PKI -digital signatures and certificates -random number generation -PKI discussion -wireless security settings -Cryptographic Attacks	Chapter 15	Lab End of chapter quiz
14	Redundancy and Disaster Recovery -Redundancy and backup -Incident response -Continuity and recovery	Chapter 16	Forum discussion End of chapter quiz
15	Policy, Legal Regulations & Compliance -Operating procedures	Chapter 18	Assignment Forum End of chapter quiz

	-Personnel management: Separation of duties, principles of least privilege, hiring, background checks, exit checks -Security policies: SGU Computing guidelines and policies examples		
15	Policy, Legal Regulations & Compliance • Legislative Regulation of Electronic Conduct in Grenada • Other regulatory frameworks (Caribbean, international and other jurisdictions) Organizations Policies • data sanitization	Guest Lecture	Forum Discussion
16	Final Exam		

Master Syllabus
School of Arts and Sciences Master Syllabi

Information Technology Project

Course
COMP 405
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: 10:00 – 3:00 | Tue & Thu

Course Director Office Hours: N/A

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

Course Director Office Location: N/A

Course Support: Mary Celestine, mcelesti@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 to solve a real-world information system problem using project management and information systems methodologies and techniques acquired throughout the Information Technology degree program.

Course Objectives:

Students are to solve a real-world information system problem using project management and information systems methodologies and techniques acquired throughout the Information Technology degree program

Student Learning Outcomes:

1. Create a project proposal.
2. Analyze problem and design a systems requirements specification.
3. Create a system design specification.
4. Design and information system to solve a real-world problem.
5. Design a presentation to prove that the solution solves the problem

Program Outcomes Met By This Course:

CTP01: Analyze a problem, identify, and define the computing requirements appropriate to its solution, taking into consideration current techniques, concepts, skills, tools, and best practices used in the core information technologies.

CTP02 Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs, applying current techniques, concepts, skills, tools, and best practices used in the core information technologies.

CTP04: Recognize the need for and engage in continuous professional development

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Provided as necessary

Supplementary Readings/Resources: Provided as necessary

Course Grading Requirement:

- Compulsory Visits and timely deliverables: 20%
- System Requirement Specification/Project Proposal: 25%
- System Design Specification: 20%
- Information System/Project Report: 25%
- Presentation: 10%
- Total: 100%

Course Requirements:

- Students must meet the prescribed number of mandatory meetings at least 4 Meetings Per Semester)
- Must attend all scheduled or announced class meetings and presentations
- Be punctual to all sessions
- Complete and submit all assignments on time through Sakai, not email

Course Schedule: FIRST TERM	
Deliverable	Deadline
Topic submittal	30th January 2022
Topic Presentation	1st/3rd February 2022
Response to request Project Proposal	13th March 2022
Systems Requirements Specifications	10th April 2022
Presentation of work SECOND TERM	April 2022
Deliverable	Deadline
System Design Specifications	13th March 2022
Full Project Write up	10th April 2022
Information System and Presentation	April 2022

Scheduled Professional Presentations

Students are mandated to attend these and other announced sessions.

Presentation 1	TBA
Presentation 2	TBA
Presentation 3	TBA

Master Syllabus
School of Arts and Sciences Master Syllabi

Integrated Medical Communication

Course
ENGL 337
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Description

IMC is a project-based course. In particular, you will complete four major projects in IMC. Each student will choose a medical condition that they are interested in, and that condition will be the “theme” for the four projects you complete in IMC. All projects are interrelated; each new project builds on the previous project.

Class Format

The IMC course format will depend on the pandemic and where students are located at or during the Spring 2022 semester. For class, we might meet online, in a Zoom classroom, or in person. If we have in-person class, we will meet in Andrew Belford Hall in classroom IL 308. Our class might also include

directed learning activities (DLAs). A DLA consists of work that you do, on your own, outside of class time. For example, for a DLA, you might be asked to watch a recorded lecture and then complete a short assignment. The IMC course format may change throughout the semester if students travel to different countries or if students' time zones are very different.

Contacting (or Meeting) Me

There are a couple ways that you can get ahold of me, and there are certain times when I will be "disconnected." Feel free to send me an email at any point (my email address is tmckay@sgu.edu), or you can call my office phone at 444-4175 (extension 3886). If you are on campus, you can drop by my office any time from about 9:00 a.m. to 3:30 p.m. You can also book an appointment with me (in person or via Zoom) through tmckay.youcanbook.me. I am "disconnected" after 3:30 p.m., and I do not respond to email on weekends.

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

- Apply academic literacy skills to complete course tasks and assignments
- Analyze and evaluate medical research, peer writing, and personal writing
- Analyze and critically apply information in charts and figures
- Create sound arguments orally and in writing using information compiled and synthesized from various sources
- Apply appropriate linguistic registers in different communicative situations both orally and in writing
- Formulate constructive feedback in response to discussions and assignments
- Demonstrate reading strategies that improve comprehension
- Use formal and informal medical terminology appropriately
- Develop writing through feedback application
- Understand and apply the writing process

EMP Program Outcomes Met by IMC

- Prepare students for the medical and academic language and skills necessary to be successful at SGU and in clinical settings
- Extend understanding and skills for sociocultural communications in academic and medical contexts
- Engage in the application of critical thinking and analysis
- Develop and integrate skills for reading, writing, speaking and listening in an academic and medical context

Course Curriculum Information
Course Materials

You can find all the materials you need for IMC on our course's Sakai page. There is no assigned textbook. To learn how to use Sakai, click on the following link:

SAS Grading Scale

A 89.5%-100%

B+ 84.5%-89.4%

B 79.5%-84.4%

C+ 74.5%-79.4%

C 69.5%-74.4%

D 64.5%-69.4%

F 0%-64.4%

Course Grading Requirement

To pass IMC, you need to meet the minimum academic standards for the Preclinical program and maintain the minimum required WMPG. At the end of the semester, you must have a 69.5% WMPG to pass IMC.

Grade Distribution

10% Attendance and professionalism

10% In-class and homework assignments

10% Peer review and drafts

70% Projects 1-4

100% Total

Course Requirements

In-Class and Homework Assignments (10%)

You will need to complete both assignments in class and as homework. The purpose of these assignments is to give you space to practice what you learn in classes. The due dates for assignments will vary, but I will clearly communicate assignment deadlines to you on Sakai and via email. Assignments might include readings, short writing assignments, watching videos, and completing worksheets. Assignments will be graded with an assignment rubric.

Peer Review and Drafts (10%)

In addition to in-class and homework assignments, you will take part in peer-review activities and drafts. The purpose of peer review and drafts is to give you space to give and respond to feedback and to engage with other students about topics that are important in the course. The guidelines for peer review and drafts will be posted at Sakai.

Projects 1-4 (70%)

Project 1 Graphic organizer and annotated bibliography (15%)

Project 2 Outline (15%)

Project 3 Literature review (25%)

Project 4 Social, cultural, and economic implications assignments (15%)

Plagiarism

Plagiarism is a very serious issue in higher education. According to the St. George's University Student Manual (2019/2020), plagiarism is the "theft of the work of someone else, which is then purported as the

original work of the plagiarist" (p. 48). You can get into serious trouble not only for directly copying someone else's work but by accidentally copying someone else's work or giving credit to a different person or group of people.

To avoid plagiarism, there are a couple steps you should follow. First, be sure to double check your IMC assignments before you hand them in. Second, be sure to do honest work, credit other people's work in the main text of your writing and in your reference list, and follow the University's Honor Code. Plagiarism and cheating will be taken very seriously at SGU, but you can avoid plagiarizing by following these few important steps.

I will submit all of your written work to Turnitin plagiarism-detection software. Turnitin is a tool that I can access through our IMC Sakai page. When your written work is submitted to Turnitin, I can see how much text you plagiarized from other sources and what specific sources (e.g., a website, a journal article) you copied the text from. If you plagiarized any text on any written assignment, you will receive a zero on that assignment and will need to discuss your plagiarized text with me. If you continue to plagiarize, you will need to meet with the SELP director and may face more serious consequences with SGU.

Attendance and Professionalism

Attendance and professionalism are essential in IMC and will be worth 10% of the overall course grade. For each class, your attendance and professionalism will be scored using the rubric below. Please note: If you are more than ten minutes late to any class (without having talked with me first), you will receive "0" for that day and be marked absent. The most important thing is to talk with me before you have a problem or before a deadline; if you communicate with me often and early, we can work through any personal or academic challenges you might be having.

	0	1	2
Attendance	Student was absent or joined class after ten minutes. Asynchronous session was not done before the next class.	Student joined class late but within ten minutes or left within first ten minutes. Asynchronous session was done late.	Student was on time and prepared. Asynchronous sessions was done in a timely fashion.
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.

Master Syllabus
School of Arts and Sciences Master Syllabi

Intermediate Accounting

Course
ACCT 305
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ronald A Peters

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

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 2.30PM to 4.30PM

Course Lecturer(s) Office Location: Winward Hall (Building C)

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:

1. Discuss the differences between Financial Statements and Financial Reporting
2. Introduce standard setting organisations looking at their role and activities in setting standards for Financial Reporting.
3. Discuss Financial Reporting challenges
4. Examine the conceptual framework for Financial Reporting developed by the International Accounting Standards Board (IASB).
5. Review the steps in accounting cycle.
6. Discuss the usefulness, the limitations and the format of Financial Statements
7. Explain the recognition, measurement and disclosure principles of the items included as Cash and Receivables in the current Assets section of the Statement of Financial Position
8. Discuss the valuation and disclosure principles of items included as inventory in the current assets section of the Statement of Financial Position
9. Discuss the accounting and financial reporting principles governing the acquisition and disposal of Property Plant and Equipment
10. Explain the accounting for depreciation, Impairment and depletion
11. Explain the accounting and reporting principles for items included in the Current Liabilities section of the Statement of Financial Position
12. Discuss the accounting and reporting concepts for the items included in the Equity section of the Statement of Financial Position.

Student Learning Outcomes:

1. Identify and explain the elements comprising the accounting cycle
2. Prepare journal entries to record accounting transactions
3. Explain the steps followed by the International Accounting Standards Board when developing an accounting standard
4. Identify and explain the elements comprising the conceptual framework developed by the International Accounting Standards Board to guide the development of accounting theory and practice.
5. Explain the uses and limitations of Financial Statements
6. Prepare Financial Statements in accordance with International Financial Reporting Standards (IFRS)

7. Prepare account reconciliations
8. Compute the value of inventory
9. Compute the value of property plant and equipment
10. Compute the value of items in the Equity section of the Financial Statement

Program Outcomes Met By This Course:

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

ISLO-5: Students will be able to analyze financial and non-financial reports to assist local and global internal managers and external users in making decisions.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

- *Text:* 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%
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:

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

Master Syllabus
School of Arts and Sciences Master Syllabi

Intermediate French I

Course
FREN 102
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Mae Patterson

Course Director Name: N/A

Course Lecturer(s) Contact Information: mapatterson@sgu.edu, 1-473-456-4208 Cellphone

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: By appointment

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: To be announced

Course Director Office Location: N/A

Course Support: Ms. Nichole Phillip, nphilli2@sgu.edu, +1 473 444 4175 ext. 3823

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

Course Curriculum Information
Course Description:

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.

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:

Program Outcomes met by this Course:

PO 1 Critically analyze global and regional issues

PO 2 Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Café Crème Book 1, KANEMAN-POUGATH et al, Hachette: Paris

Supplementary Readings/Resources:

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%
Mid-Term Examination	30%
Final Examination	30%
Attendance	5%
Participation	5%
Total	**100%**

*Rationale and Rubric for the Class Project will be distributed at the beginning of the Semester

Course Requirements:

1. Students are expected to attend all classes unless there is a valid excuse for absence.
2. Since this is a language course participation in activities, exercises and discussions is expected. (iii) Students are expected to be prepared for class by completing homework and assigned readings (iv) Students are expected to listen carefully to instructions given and to seek clarification from the instructor if these instructions are not clear (v) Respect for differing opinions is expected

Course Schedule:

Course Schedule	Topic(s)	Activities/Assignment

Week 1	**Use of the Subjunctive** in English and French Formation of the Present Subjunctive in French (regular –er verbs)	Identify and categorize the wishes in the handout: ***52 voeux pour l'année*** ***https://youtu.be/eeqNMs_jzhU*** **French Grammar made Fun #1** ***https://youtu.be/3GX8MPIzPAE*** **Le subjonctif en français – comment l'utiliser (1) https://youtu.be/GUNOAuOEmqo Le subjonctif en français – comment l'utiliser (2) Specially prepared handouts**
Week 2	Use of the Subjunctive in everyday life – *Le subjonctif dans la vie quotidienne* Formation of the Present Subjunctive In French (regular –ir, -re, other verbs)	Complete *des textes lacunaires* (cloze texts) 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 **[Specially prepared handout)**
Week 3	***Le subjonctif dans la vie pratique***	Using the Subjunctive to greet persons who are experiencing various stages of life **Quiz 1** (Create a Greeting Card using the Subjunctive) **[Specially prepared handouts]**
Week 4	**Taking a vacation:** Vacation spots in francophone countries; modes of transportation used to get to selected spots	Students will select spots in francophone countries that they are desirous of visiting and give reasons for their choice Ex: **https://youtu.be/P49yX_hiJ 8o** ***La Martinique elle Vous 'M*** **(pub touristique)**

Master Syllabus
School of Arts and Sciences Master Syllabi

Intermediate Spanish

Course
SPAN 201
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Caron Glenda Juerakhan

Course Director Name: N/A

Course Lecturer(s) Contact Information: glenda_juerakhan@yahoo.com

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: N/A

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A

Course Director Office Location: N/A

Course Support: Ms. Phillip nphillip2@sgu.edu +1 444 4175 ext 3823

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

Course Curriculum Information
Course Description:

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.
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. Research and write reports 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:

- 1: Narrate and describe in present, past and future, on a variety of familiar topics.
- 2: Read and understand a variety of texts which include Latin American culture and lifestyle.
- 3: Communicate orally on different topics and in a variety of social situations.
- 4: Understand discourse on a variety of topics and situations.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: 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:

Class time will be devoted exclusively to activities that will allow the students to practice the skills of understanding and interacting in Spanish. Therefore they are expected to use the tentative class schedule as a guide [the instructor will also inform them] to read the notes on the topics and be prepared to participate in every class. Attendance is mandatory as a language is spoken as well as written.

Course Schedule:

The following topics will be covered:

Weeks 1-4

- Food and drink [national/Hispanic]
- National dishes and drinks
- Reading Comprehension
- **Quiz 1: [Oral. Mon and Wed of week 3]**
- **Repaso**
- Grammar: The preterit tense
- Regular and irregular verbs
- Questions on past events
- The family [Questions/paragraphs on the family]
- Reading/Listening Comprehension
- **Topic for project 1:** Write a paper in SPANISH on the different dishes and drinks in **TWO SpanishCountries** of your choice. Include which of the two countries you would like to visit and which dishes and drinks you would like to try. [No less than 2 written pages]
- **Deadline : Wed of Week 7**
- Submission procedure: TWO [2] marks will be deducted every day after the deadline.
- SPAN 201 PROJECTS

Presentation [cover page, essay structure, sources...]	10
Content	70
Grammar	20

Weeks 5-7

- Grammar: The Imperfect tense, exercises/questions
- ¿Qué hacías durante las vacaciones de verano cuando eras joven?
- Grammar: Object Pronouns
- Grammar: Making negative statements and questions
- Grammar: Relative pronouns
- Reading /Listening Comprehension
- Submission of project 1

Weeks 9 /10

- Grammar: stem changing verbs
- The environment
- Climate change and global warming
- Reading Comprehension Global Warming, El paso de un huracán El cambio climático...

Week 11

- Grammar: Present perfect tense
- Travel/Transport
- **Topic for Project 2:** Write a paper about the effects and possible solutions of climate change in **your** country and what **you** can do to help mitigate the problems. [in SPANISH]
- **Deadline: Wed of Week 14]** No less than 2 written pages]
- Submission procedure: TWO [2] marks will be deducted every day after the deadline.

Weeks 12-14

- Grammar: Por/para
- Grammar: Present subjunctive
- Grammar: Expressing likes: gustar/encantar Reading comprehension [una carta entre amigas...]
- Fun facts: Questions on geography
- Submission of project 2
- **Quiz 2 [Written] Wed of week 13**

Week 15

- Pending Assignments
- **NB. Attendance and Participation: 20% of evaluation.**

Master Syllabus
School of Arts and Sciences Master Syllabi

International Business

Course
BUSI 304
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: Mahalia Charles mcharl11@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

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 effective written and oral communication skills. (ISLO 3)
- Critically think, motivate and collaborate to solve business problems. (ISLO 4)
- Demonstrate an understanding of political, management, economic, legal and financial issues as they affect international business decisions. (ISLO 8)
- Demonstrate an awareness of cross cultural differences and analyze its significance for the development and implementation of alternative management techniques applicable to varying cultures. (ISLO 10)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

COURSE TEXTBOOKS LOCATED AT https://ebookcentral.proquest.com/lib/sgugd 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: 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 25 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 2015 onwards). The course project should integrate the knowledge gained from the assigned readings, lectures, outside research, and the student's own professional expertise as a viable university level approach in addressing the major issues that confronts the international business. **Students are required to provide periodic updates to the instructor prior to the Presentation and Submission of the final projects.**

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

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

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

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

1. Review project materials on this page: http://www.x-culture.org/2020-2b (access code: 20202b)
2. Around **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 complete 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 October 6 you will receive the names and contacts of your team members. There will be 5-6 team members from different countries.

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

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

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

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

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

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

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

The assignments are a blend of written research, application & interpretation questions.

Course Schedule:

WEEK	***Readings: Book Chapters/Sakai Reading Module Location.***		
1	CKR Chp 1/ CKR Chp 2 / Lexus 1 – 3/Sakai Module 1		
2	CKR Chp 3/ /Lexus 4 – 7/Sakai Module 1		
3	CKR Chp 4/Sakai Module 1		
4	CKR Chp 11/Lexus 8 – 14/Sakai	**EXAM 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		**EXAM 2**		
1Modu3 le 4 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**				

Master Syllabus
School of Arts and Sciences Master Syllabi

International Internship

Course
BUSI 419
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: Mahalia Charles, MCharl11@sgu.edu, 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 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:

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

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

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

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

[1] See appendix for grading rubric

[2] See appendix for grading rubric

Written Internship Rubric

Categories	Highly Competent 9-10	Competent 7-8	Satisfactory 5-6	Unsatisfactory 4 -1	Total
1.Overview of Internship Site, Mission, Services, Personnel	Student fully described the elements required.	Student partially described the elements required.	Student provided a minimal description of the elements required.	Student did not provide any information on the internship site.	/10
2.Internship activities, duties responsibilities	Student fully described what he/she worked on during the internship.	Student partially described what he/she worked on during the internship.	Student provided a minimal description of what he/she worked on during the internship.	Student did not provide any information on what he/she worked on during the internship.	/10
3.Self-Assessment of preparedness	Student fully described their preparedness with connections to courses and past experience.	Student partially described their preparedness with connections to courses and past experience.	Student did not described their preparedness with connections to courses and past experience.	Student did not provide any information on their preparedness with connections to courses and past experience.	/10
4.Lessons learnt and challenges experienced	Student fully described the lessons learnt and challenges experienced.	Student partially described the lessons learnt and challenges experienced.	Student did not described the lessons learnt and challenges experiences.	Student did not provide any information on the lessons learnt and challenges experienced.	/10
5.Successes Experienced and areas for professional development	Student fully described the successes experience and identified areas for professional development.	Student partially described the successes experienced and	Student did not described the Successes experienced and	Student did not provide any information on the successes experienced and	/10

		identified areas for professional development.	identified areas for professional development.	identified area for professional development.	
6.What was learnt from the experience and the relevance of theories and concepts learnt	Student fully described what he/she learnt from the experience, theories and concepts learnt.	Student partially described what he/ she learnt from the experience, theories and concepts learnt.	Student did not described what he/ she learnt from the experience, theories and concepts learnt.	Student did not described what he/ she learnt from the experience, theories and concepts learnt.	/10
7.Sketch of Future Plans (Career, Etc.)	Student Clearly articulated and described his/her future plans.	Students only provided a list of options.	Student was not able to articulate his/her future plans.	Student did not provide any information on his/ her future plans.	/10
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 othe Agency/Site.	Student did not demonstrated any understanding of how all the different components contributed to his/ her learning experience, and how he/she contributed to the overall mission of the Agency/Site.	/10
9. Style & Grammar Follows APA writing style and basic rules of formal English grammar and written paper style	Well written with excellent communication and written skills.	Information is generally clear and reasonable development of ideas and competency demonstrated.	Information flow is fairly developed with average competency demonstrated.	Information was poorly developed with little understanding.	/10
10. DailyActivity 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

Presentation Rubric

Presentation Rubric				
CRITERIA	**Highly Competent**	**Competent**	**Satisfactory**	**Unsatisfactory**
Points	**5**	**4**	**3**	**2-1**
Sequence (15 Points)	Extremely well organized, introduces evidence in a clear and creative manner with	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 organizat clearly introduce the ev and with a lack of a sm transition and ends abr a conclusion

-Introduction Articulation and development of ideas -Conclusion	a smooth transition to connect key points and ends with a conclusion			
Information and Content **(20 Points)** -Adherence to Internship Report Guidelines -Depth of research on the company -Application of relevant theories and concepts learnt -Explanations using examples and illustrations	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 provi an inaccurate and incomplete reflection c and concepts related t selected evidence and internship experience, of examples and illustra
Presentation Skills **(25 Points)** -Volume -Enunciation, -Eye contact -Posture -Appropriate dress	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 skills and delivered an uninteresting prese a level that did not eng the audience, inapprop and with no eye contac
Grammar/Word Choice (15 Points) -Punctuation -Spelling -Clarity of presentation using appropriate word choice	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.	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.	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.	The presenter displays skills and exceeded six errors and demonstrate knowledge of APA citin choice for their discipli

Audience and Presenter Engagement (10 Points)	The presenter displays excellent, articulated responses to the questions asked by the audience and was greatly engaged with the audience.	The presenter displays good responses to the questions asked by the audience and generally engaged with the audience.	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.	The presenter displays poor responses and lacked knowledge on t asked by the audience no engagement with t
Time Management (15 Points)	The presenter completed the presentation in the allocated 25 minutes with 5 minutes for questions and answers	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	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	The presenter did not c presentation in the allo 25 minutes with 5 minu for questions and answ and exceeded the alloc 4-5 minutes.
Total				

Master Syllabus
School of Arts and Sciences Master Syllabi

International Marketing

Course
BUSI 403
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: Mahalia Charles mcharl11@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

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 effective written and oral communication skills. (ISLO 3)
- Critically think, motivate and collaborate to solve business problems. (ISLO 4)
- Demonstrate an understanding of political, management, economic, legal and financial issues as they affect international business decisions. (ISLO 8)
- Apply the knowledge, skills, and attitudes to compete in a global business environment (ISLO 9) • Demonstrate an awareness of cross cultural differences and analyze its significance for the development and implementation of alternative management techniques applicable to varying cultures. (ISLO 10)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

COURSE TEXTBOOKS LOCATED AT https://ebookcentral.proquest.com/lib/sgugd which completes the first stage of the process. You are now free to use over 6,000 books under the Education Compete 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.
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.

1. *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.

2. *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.

3. *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

2. Product description
3. Political climate
4. Marketing research
5. Market segmentation
6. Competitive environment
7. Distribution Strategy
8. Communications strategy
9. 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 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.

Course Schedule:

WEEK	***Readings: Book Chapters/Cases/Sakai Reading Module Location.***
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**

Master Syllabus
School of Arts and Sciences Master Syllabi

International Trade Regulation

Course
BUSI 327
Semester
Spring
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Mr. Curlan Gilchrist/Dr. Lucy Eugene

Course Director Name: Mr. Curlan Gilchrist

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

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 Management tool: To 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 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:

1. describe the linkages between trade policy and business operations and opportunities.
2. display an understanding of the terminologies, mechanisms and financing challenges to export.
3. critically consider the implications of the WTO and other regional trading arrangements for market and products/services expansion in developing countries.
4. deepen their planning and innovation skills and.
5. 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:

1. identify, outline and assess the main rules and principles of the world trading system.
2. explain the relevance of WTO-compatibility for regional/preferential trade agreements and business advocacy.
3. evaluate the extent to which the system is representative of the interests of developing countries, including those of the CARICOM.
4. assess the complexities and costs associated with standards (especially those associated with food and safety issues) and technical requirements for export expansion.
5. 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.

6. assess the relevance of newly emerging issues such as the environment, and their possible implications for the business and.
7. 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%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% 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:

- 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:

1. be prepared for class by doing the necessary readings.
2. contribute thoughtful ideas to class discussions and engage in constructive debate.
3. conduct themselves in an appropriate manner, including being respectful of the opinions of others.
4. listen carefully to instructions given and by if you do not understand, ask the instructor and.
5. 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
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

Master Syllabus
School of Arts and Sciences Master Syllabi

Interpreting Health Sciences Research

Course
PCLN 391
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director Name: Ian Baptiste Course Lecturer(s) Contact Information:

Course Director Contact Information: ibaptist@sgu.edu

Course Lecturer(s) Office Hours: Mon, Tue, Wed, Thurs: 1:30 – 5:00 PM – see below for details

Course Director Office Hours: NA

Course Director Office Location: In-Person, Caribbean House or Online

TAs Name and Contact Information: o Ashley Green: agreen1@sgu.edu o Isabella Essilfie: iamuasie@sgu.edu

Course Support: Technology-enhanced learning through the use of the SAKAI course management software, and the Examplify 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

Office Hours

By appointment only, via Signup Genius

Click on the links below to sign up. 30 mins per slot. Do not schedule more than ONE slot per day.

In the “Comments” section on Signup Genius please indicate the following:

1. Whether you’re attending in person or via Zoom, and
2. Whether you’re scheduling for yourself or your group

Mon, Tue, Wed, Thurs: 1:30 – 5:00 PM:

https://www.signupgenius.com/go/10C0D4CABAA28A3FAC34-baptiste2

Course Curriculum Information
Course Description:

What the course is about

What is *empirical* research? Is it the same thing as *scientific* research? What distinguishes it from *institutional* research and other ways of knowing? What are internationally established standards and criteria for interpreting (describing and assessing) empirical, health science, research? These are the major questions examined in this course.

Benefits to you, the students

Upon successful completion of this course, you (the students) will:

- Develop skills needed to describe and assess the design components of peer-reviewed journal articles that follow the IMRaD format.
- Developing these skills will help you in other courses in which you are expected to make use of empirical research articles.
- You will also find the skills developed here useful in your everyday live – as informed consumers of health science research: at home, school, workplace and community.

Course Objectives:

Student Learning Outcomes:

Students who successfully complete the course would be able to:

1. Describe how empirical research is distinguished from *institutional* research and other ways of knowing,
2. Describe and assess design components of empirical health science research,
3. Describe and assess research findings
4. Describe and assess quality indicators and strategies
5. Identify and assess components of hypothesis testing research—i.e., types of variables, levels of measurement, and measures of association.

Topics Covered

1. Levels of measurement
2. Relationships among variables
3. Measures of association
4. The nature of empirical inquiry
5. Design considerations
6. Levels of research procedures
7. Research approaches – quant, qual, and mixed
8. Research quality

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: We will not be using a textbook for this course. Required readings and other course materials are posted under the RESOURCES tab on Sakai.

Course Requirements:

You will be graded on three (3) quizzes (MCQs) and two Article Critiques. The article Critiques are team efforts. Guidelines for each graded assignment are provided on separate handout.

Assignments Breakdown

Due Date/Period	**Assignments**	**%**
Thurs Feb 10	Quiz 1 (10 MCQs)	5
Fri Mar 18	Article Critique 1	20
Midterm Week	Quiz 2 (30 MCQs)	15
Fri Apr 29	Article Critique 2	25
Final Exams Week	Quiz 3 (40 MCQs)	35

Course Schedule:

DATE	TOPIC
Week 1 – Jan 18 & 20	Orientation and course introduction Levels of measurement
Week 2 – Jan 25 & 27	Levels of measurement Assessing quality in measuring variables
Week 3 – Feb 1 & 3	Assessing quality in measuring variables Relationships among variables
Week 4 – Feb 8 & 10	**Integrated Exams** *Quiz 1 (Feb 10)* *AC1 Action Plan due (Feb 08)*
Week 5 – Feb 15 & 17	Relationship among variables Measures of Association
Week 6 – Feb 22 & 24	Nature of scientific inquiry Design considerations
Week 7 – Mar 1 & 3	Design considerations
Week 8 – Mar 8 & 10	**Integrated Exams** *Quiz 2 (Mar 10)*
Week 9 – Mar 15 & 17	*AC1due (Fri Mar 18)* Levels of research procedures
Week 10 – Mar 22 & 24	*AC2 begins (Mar 24)* Levels of research procedures Quantitative approaches
Week 11 – Mar 29 & 31	Qualitative approaches

Week 12 – Apr 5 & 7	**Integrated Exams**
Week 13 – Apr 12 & 14	Mixed methods research
Week 14 – Apr 19 & 21	Research quality
Week 15 – Apr 26 & 28	*AC2 Due (Fri Apr 29)*
Week 16 - May 02 - 06	**Final Exams Week** *Quiz 3*

Master Syllabus
School of Arts and Sciences Master Syllabi

Introduction to Caribbean Studies

Course
SSCI 201
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Antonia MacDonald

Course Director Name: Dr. Antonia MacDonald

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

Course Director Contact Information: amacdona@sgu.edu

Course Lecturer(s) Office Hours: Tuesdays & Thursdays: 11:00 a.m – 11:30 a.m.

Course Director Office Hours: Tuesdays & Thursdays: 11:00 a.m – 11:30 a.m.

Course Lecturer(s) Office Location: Ground Floor, Ballsier Building

Course Director Office Location: Ground Floor, Ballsier Building

Course Support: Nicole Phillip, ext. 3823

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

Course Curriculum Information
Course Description:

This 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. In reading and thinking critically about Literature, students will develop interpretive skills that they can transfer to other disciplines such as Business, Politics, Psychology, Science or Mass Media.
2. 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. By introducing the students to literary research, the course will also allow students to develop a larger critical vocabulary.

Student Learning Outcomes:

Upon successful completion of this course, students will:

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:

GEPO 1: Critically analyze social, cultural, and environmental issues as an individual as well as from a global perspective.

GEPO 2: Effectively and accurately consume and produce information orally, written, and visually to extract and construct meaning through creativity, analysis, and critical thinking

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

GEPO 4: Apply a variety of media, methods, and technology towards thinking divergently, building awareness, and striving for problem solving innovation.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Texts:

- 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.

Course Grading Requirement:

- 4-Part Game Changer project – 20 marks
- Mid-term exam – 30 marks
- End of Semester exam – 30 marks
- Research Paper – 15 marks
- Class Participation – 5 marks

Course Requirements:

Students will be required to:

1. be prepared for class by doing the necessary pre-readings;
2. contribute thoughtful ideas to class discussions and engage in constructive debate;
3. conduct themselves in ways that are appropriate to a respectful academic environment
4. be respectful of the opinions of others
5. be responsible team-members

Course Schedule:

DRAFT COURSE OUTLINE

Week 1 - Jan 18, 20

- Course Overview. Caribbean Game changers; people who are making or have made a difference.
- Activity: Identify the Caribbean game changers in the powerpoint slide show and discuss why they are regarded as game changers.

Week 2 - Jan. 25, 27

- Topic: Claiming Caribbean Identity: Where are we? Who are we?

Activities:

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 1, 3

- Topic: The Genesis of Caribbean society.
- The Pre-Columbian Caribbean – The Early Settlers
- Activity: Prepare for class discussion Chapter 1 of Beverley Steele's "Grenada: A History Of Its People"

Week 4 - Feb. 8, 10

- Topic: The Colonial encounter, Caribbean slave society
- Activity: View and discuss following video https://www.youtube.com/watch?v=RTReDD0RaPs

Week 5 - Feb, 16, 18

- Topic: Social and political relations in Caribbean Slave society - Education in Caribbean Slave society
- Activity 1: Prepare for class discussion Gad Heuman's "The Social structure of Caribbean slave society"
- Activity 1: Quiz on Sakai on "The Social structure of Caribbean slave society"

Week 6 Feb. 22, 24

- Making our own History: Reform , Revolt, Reactions.
- Emancipation and Federation -
- Activity: Electronic Submission of Game Changer # 2. Details of this assignment will be provided to you in "Resources" folder on SAKAI

Week 7 - March 1, 3

- Topic: Guest Lectures on The Haitian Revolution
- - Speaker – Dr. Nicole Phillip-Dowe (UWI Open Campus) - Activity: Read Hilary Beckles's article: The Hate and the Quake"

Week of March 7, 2022

MID TERM week. Mid-semester EXAM

Week 9. March 15, 17

- Overview of Part II of the course:- Creating and Influencing: The Caribbean in the World .
- Topic: Guest lecture on the Grenada Revolution: Speaker – Nicole Phillip-Dowe (UWI Open Campus)
- Activity: Read and prepare for class discussion, Merle's Collins poem " Callaloo"

Week 10 - March 22, 24

- Topic: The Caribbean in the Digital Age
- Guest Lecture by Mr. Michael Roberts (Dept. Of Info. Tech)
- Activity: March 21: 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 29, 31

- Topic: Environmental issues affecting the Caribbean and sustainable Development.
- Guest lecture by Mr. Stephen Nimrod (Dept. Of Biology. . .)
- Activities: - Pop Quiz on Sustainable Development
- March 28- 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 5, 7

- Topic: Tourism in the Contemporary Caribbean.
- Guest Lecturer: Mrs Naline Joseph (Dept. Of Business)

Week 13: April 12, 14

- Topic: The Creative Caribbean: Caribbean Literature, Music and Festivals Activities: Discuss the following extracts:
    - Samuel Selvon's The Lonely Londoners
    - Merle Hodge's Crick Crack Monkey
    - Discuss Louise Bennett's 'No little twang'
    - View and discuss the video on Jonkonnu

Week 14 – April 19 -21

- Topic: International Associations, Affiliations and Alliances: Caribbean International Relations.
- Guest Lecture by Dr. Reccia Charles (Dept. Of Business)
- Activity: Read and prepare posted powerpoint slides on the roles and functions of selected international associations

Week 15 – April 26, 28

- Topic: Caribbean Health
- Guest Lecture by Dr. Damian Greaves (Dept. Humanities. .)
- Activities: 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 of May 2

- FINAL EXAMS WEEK

Master Syllabus
School of Arts and Sciences Master Syllabi

Introduction to Empirical Research

Course
SSCI 202
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director Name: Ian Baptiste Course Lecturer(s) Contact Information:

Course Director Contact Information: ibaptist@sgu.edu

Course Lecturer(s) Office Hours: Mon, Tue, Wed, Thurs: 1:30 – 5:00 PM

Course Director Office Hours: NA

Course Director Office Location: In-Person, Caribbean House or Online

Course Support: Technology-enhanced learning through the use of the SAKAI course management software, and the Examplify 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.

Office Hours: Mon, Tue, Wed, Thurs: 1:30 – 5:00 PM:

By appointment only, via Signup Genius

Click on the link below to sign up. 30 mins per slot. Do not schedule more than ONE slot per day.

In the "Comments" section on Signup Genius please indicate the following:

1. Whether you're attending in person or via Zoom, and
2. Whether you're scheduling for yourself or your group

https://www.signupgenius.com/go/10C0D4CABAA28A3FAC34-baptiste2

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

Course Curriculum Information
Course Description:

What the course is about

What is *empirical* research? Is it the same thing as *scientific* research? What distinguishes it from *institutional* research and other ways of knowing? What are internationally established standards and criteria for interpreting (describing and assessing) empirical, health science, research? These are the major questions examined in this course.

Benefits to you, the students

Upon successful completion of this course, you (the students) will:

- Develop skills needed to describe and assess the design components of peer-reviewed journal articles that follow the IMRaD format.
- Developing these skills will help you in other courses in which you are expected to make use of empirical research articles.
- You will also find the skills developed here useful in your everyday live – as informed consumers of health science research: at home, school, workplace and community.

Course Objectives:

Student Learning Outcomes:

Students who successfully complete the course would be able to:

1. Describe how empirical research is distinguished from *institutional* research and other ways of knowing,
2. Describe and assess design components of empirical health science research,
3. Describe and assess research findings
4. Describe and assess quality indicators and strategies
5. Identify and assess components of hypothesis testing research—i.e., types of variables, levels of measurement, and measures of association.

Topics Covered

1. Levels of measurement
2. Relationships among variables
3. Measures of association
4. The nature of empirical inquiry
5. Design considerations
6. Levels of research procedures
7. Research approaches – quant, qual, ad mixed
8. Research quality

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: We will not be using a textbook for this course. Required readings and other course materials are posted under the RESOURCES tab on Sakai.

Course Requirements:

You will be graded on three (3) quizzes (MCQs) and two Article Critiques. The article Critiques are team efforts. Guidelines for each graded assignment are provided on separate handout.

Assignments Breakdown

Due Date/Period	**Assignments**	**%**
Thurs Feb 10	Quiz 1 (10 MCQs)	5
Fri Mar 18	Article Critique 1	20
Midterm Week	Quiz 2 (30 MCQs)	15
Fri Apr 29	Article Critique 2	25
Final Exams Week	Quiz 3 (40 MCQs)	35

Course Schedule:

DATE	TOPIC
Week 1 – Jan 18 & 20	Orientation and course introduction Levels of measurement
Week 2 – Jan 25 & 27	Levels of measurement Assessing quality in measuring variables
Week 3 – Feb 1 & 3	Assessing quality in measuring variables Relationships among variables
Week 4 – Feb 8 & 10	**Integrated Exams** *Quiz 1 (Feb 10)*
Week 5 – Feb 15 & 17	Relationship among variables Measures of Association

	AC1 Action Plan due (Feb 17)
Week 6 – Feb 22 & 24	Nature of scientific inquiry Design considerations
Week 7 – Mar 1 & 3	Design considerations
Week 8 – Mar 8 & 10	**Integrated Exams** *Quiz 2 (Mar 10)*
Week 9 – Mar 15 & 17	*AC1due (Fri Mar 18)* Levels of research procedures
Week 10 – Mar 22 & 24	*AC2 begins (Mar 24)* Levels of research procedures Quantitative approaches
Week 11 – Mar 29 & 31	Qualitative approaches
Week 12 – Apr 5 & 7	**Integrated Exams**
Week 13 – Apr 12 & 14	Mixed methods research
Week 14 – Apr 19 & 21	Research quality
Week 15 – Apr 26 & 28	*AC2 Due (Fri Apr 29)*
Week 16 - May 02 - 06	**Final Exams Week** *Quiz 3*

Master Syllabus
School of Arts and Sciences Master Syllabi

Introduction to Financial Accounting

Course
ACCT 103
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Mr. Troy J. Noel BA, MSc, FCCA

Course Director Name: N/A

Course Lecturer(s) Contact Information: 444 – 4175 ext. 3475

Course Director Contact Information: N/A

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

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building C –Windward Hall

Course Director Office Location: N/A

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

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

Course Curriculum Information

Course Description:

This course introduces students to the 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:

1. Articulate the basic principles underlying the logic of accounting;
2. Analyze business transactions in terms of their effects on ledger accounts;
3. Prepare financial statements given a list of business transactions for a specific period;
4. 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);
5. Articulate how accounting decisions impact various parties such as management, owners, creditors and employees.

Student Learning Outcomes:

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

Program Outcomes Met By This Course:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

SAS Grading Scale:

Grades will be assigned as follows:

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

Course Materials:

- **Prescribe Text:**
  - **Financial Accounting (6th Edition) by Harrison and Horngren**
- **Additional Resources:**
  - **Business Accounting 1 by Frank Wood**
  - **Any Financial Accounting Text**

Course Grading Requirement:

Grades will be based on the following:

- Homework Assignments; 15%
- Class Quizzes: 30%
- Attendance: 5%

- Mid Term Exam: 20%
- Final Exam (Cumulative Exam): 30%

Course Schedule

Lesson 1: An Introduction to Accounting

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

Quiz # 1 Lesson 2: The Accounting Principles and Concepts

- The Accounting principles and Concepts

Lesson 3: Basic Financial Statements

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

Quiz # 2 Lesson 4: The Accounting Cycle

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

Lesson 5: The Unadjusted Trial Balance

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

Quiz # 3 MID-TERM EXAMS Lesson 6: Drafting Simple Financial Statements from 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

Master Syllabus
School of Arts and Sciences Master Syllabi

Introduction to Professional Nursing

Course
NURS 106
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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 Wednesdays1pm –4pm Tuesdays and Thursdays12 –2pm

Course Director Office Hours: NA

Course Lecturer(s) Office Location: Lower Leeward Hall

Course Director Office Location: Lower Leeward Hall

Course Support: Cecilia George McSween (CGeorge@sgu.edu ext 3095) & 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.Compare differing nursing theorists and how they relate to practice

4.Identify the role of Regional and International professional nursing bodies.

5. Recognize and apply the core principles in the ICN Code of Ethics in their daily nursing role and how this helps to define professional behavior.

Student Learning Outcomes:

1. Define the responsibilities of the professional nurse.
2. To identify the concept of professionalism as a guiding tenet that enhances outcomes for nurses, patients, organizations and systems.
3. Describe the field of nursing as a profession.

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 – 8: Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: 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%

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:

Week	Title	Content	Learning activities	Assignments and reading
1	Course orientation Learning to learn why learning strategies are needed History of Nursing	History of Nursing Current Status of Nursing as a Profession	Forum discuss why certain characteristics can put students at risk	
2	Professional nursing definition and primary roles Scope of practice Caribbean nursing competencies	Explore the development of professional nursing roles. Describe educational programs available for professional registered nurse (RN) education. Describe how nursing standards affect nursing care. Discuss the roles and career opportunities for professional nurses. Describe scope of practice Discuss the need for competencies in nursing practice List Professional Responsibilities and Roles Compare professions vs occupation		Discuss Miller's wheel of professionalism
3	Trends in nursing Professional behaviour: Cultural Competence: Humility, Cultural Influences on Health and Illness, Globalization and Health Disparities:	Discuss the influence of social, historical, political, and economic changes on nursing practices. List societal influences in the development of nursing practice	• Quiz	Scholarly paper Describe the role of nursing in reducing health disparities.

		• Cultural Influences on Health and Illness • Cultural Humility • Cultural Assessment • Culture and Life Transitions • Nursing Interventions for Vulnerable Populations		

4	Professional nursing organizations (Group presentation) Values beliefs and caring	Role and responsibilities Common nursing philosophical statements	quiz	Group presentation
5	Professional behaviour: Communication skills Collaboration and communication	• Communication and Nursing Practice • Levels of Communication • Elements of the Communication Process • Forms of Communication • Special Communication Needs • Communication Techniques • Introduction to the interdisciplinary team • Importance and outcomes of interdisciplinary collaboration	Quiz	Reading assignment
6	Professional behaviour: Health Promotion and Risk Reduction: Health Care Delivery Systems; Levels of Differing healthcare delivery systems Process of Patient Education Professional behaviour: Ethical and Legal Issues-Human Rights, Social Justice, and Safety Standards	• Types of Health Care Delivery Systems • Definitions and Models of Health • Variables Influencing Health • Beliefs and Practices • Stages of Health BehaviorChange • Levels of Prevention • Purposes of Client Education • Introduction to Ethics • Values • Ethics and Professional Nursing Practice • Ethical Principles • Ethical Decision-making • Issues in Bioethics		Forum critically analyze each model

7	Professional behaviour: Ethical and Legal Issues- Practice Regulations Midterm review	• Legal Foundations • Torts • Informed Consent • Legal Implications of Nursing Practice	quiz	
8	Mid term			
9	Professional behaviour: Health Care Delivery Models, Case Management, Health Policy, Political Activism: Professional identity: image of nursing and the profession	• Nursing Care Delivery Models • Nursing Case Management • Quality Nursing Care Delivery		Forum Analyze how self-image affects the image of nursing

		• Factors Affecting Health • Policy • Impact of Health Policies on Professional Nursing • Judge the impact of identity on the profession		
10	Professional behaviours Discussion and student review on podcasts, blogs and resources for student nurses. Guest speaker			Reading assignment

11	Nursing theories Student presentation Group 1 – Henderson Group 2 – Orem Group 3 – Watson Group 4 – Pender Group 5 - Orlando	Analyze the components of a theory. • Recognize the evolution of nursing theory. • Describe types of nursing theories. • Describe theory-based nursing practice. • Review selected shared theories from other disciplines. • Review selected nursing theories • Understand the use of theories in nursing research.	quiz	Nursing Theories reading assignment
12	Nursing professional identity – research and evidenced based practice. Professional behaviour: Evidenced based practice and Critical thinking	Discuss the benefits of evidence based practice. Describe the steps of evidencebased practice. Discuss a nurse's responsibility in making clinical decisions. Describe the components of a critical thinking model for clinical decision making. Discuss critical thinking skills used in nursing practice.	Quiz	Reading assignment
13	Professionalism and the nursing code of conduct Real world application of nursing profession	List the elements of the ICN code of conduct. Apply ICN code of conduct to the practice and student setting Discuss the following behaviours as students and student nurses • **Care Comes First** • **Individual Treatment** • **Respect Dignity** • **Work Together** • **High Standards of Care** • **Honesty and Integrity** • **Uphold Reputation**		Reading assignments
14	Professional behavior group work Discussion https://www.youtube.com/watch?v=PNwWNsQruWY https://www.youtub e.com/watch?v=urOCG-MIB9g	Identify elements for professional behavior Analyze performance and strategies for professional behaviour. Evaluate the following presentations Critically discuss their implications to the Grenadian context		

15	Art and Science of nursing – **Mrs. Ann Hopkin** 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.

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

Master Syllabus
School of Arts and Sciences Master Syllabi

Introduction to Programming

Course
COMP 205
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Tatiana Myllari

Course Director Name: N/A

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

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: TBA

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D (Leeward Hall), 2nd floor

Course Director Office Location: N/A

Course Support: TBA, 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
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 students should be able to:

1. Use different kinds of numerical variables;
2. Create loops;
3. Use if-else and switch statements;
4. Create and use methods;
5. Use specific methods for variables of the type String and char;
6. Create and use arrays.

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 = 64.4% 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	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.

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	

Master Syllabus
School of Arts and Sciences Master Syllabi

Introduction to Psychology

Course
PSYC 201
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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, nsthomas@sgu.edu, ext. 3692

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

Course Curriculum Information
Course Description:

This course will 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 naturenurture 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.

Course Objectives:

For the student to acquire the following:

1. A comprehensive understanding of the emergence and development of psychology as a scientific discipline.
2. Knowledge about fundamental concepts, theories and scientific methods used in examining psychological processes.
3. An awareness of current thinking/trends and new, progressive research in the field
4. The ability to apply the information attained to affect social change in their personal lives, significant others, community and global village at large.

Student Learning Outcomes:

Students will be able to do the following:

1. Have a comprehensive introductory knowledge of major areas of psychology as are commonly covered in first-level university psychology courses.
2. Apply psychological principles to their own lives to assist with intropection and understanding of their own behaviors and the behavior of others.
3. Be able to understand and explain the mechanisms of classical and operant conditioning and identify their applications to a variety of real-life situations, including learning.
4. Know and understand how basic brain anatomy and neurology motivate thoughts, feelings and behaviors.
5. Be able to integrate various areas of psychological study to understand the causes and effects of individual behavior and the behavior of society at large.
6. Have sufficient foundational background to pursue higher-level psychology courses that focus on major areas of psychological study.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Understanding Psychology, 11th ed., by Charles G. Morris and Albert A. Maisto

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%

Participation: 15%

Group Presentations: 15%

Experiments: 20%

Final Exam: 20%

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:

Course Week	Date	Topic	Activity
1	Jan.18	Course Orientation	
	Jan.20	The Science of Psychology	
2	Jan.25	The Biological Basis of Behavior: Neurons, CNS	
	Jan.27	Peripheral System: Endocrine, Genes	
3	Feb.01	Sensation and Perception	
	Feb.03	**QUIZ No.1** **EXPERIMENT DUE: Visual Illusions.**	Quiz No. 1. In Class. Experiment due.
4	Feb.08	States of Altered Consciousness	
	Feb.10	Learning I	
5	Feb.15	Learning II	
		EXPERIMENT DUE: Sleep Cycles	Experiment due.
	Feb.17	Case Study Analysis – Analyzing Real Life Situations	
6	Feb.22	Memory	
		EXPERIMENT DUE: Eye Witness Accounts	Experiment due.
	Feb.24	GROUP PRESENTATIONS	3 Presentations @15 mins each.
7	Mar. 1	**QUIZ No.2**	Quiz No. 2. In Class.
	Mar.03	Cognition and Mental Abilities	
8	Mar.08	MID-TERM WEEK	
	Mar.10		
		EXPERIMENT DUE: Human/Animal Training	
9	Mar.15	Motivation and Emotion	
	Mar.17	GROUP PRESENTATIONS	3 Presentations @ 15 mins each.
10	Mar.22	Life Span Development	
		EXPERIMENT DUE: Child Cognitive Development	
	Mar.24	Psychological Disorders Part I	
11	Mar.29	Psychological Disorders Part II	
		QUIZ No. 3	Quiz No. 3 Online.
	Mar.31	GROUP PRESENTATIONS	3 Presentations @ 15 mins each.
12	Apr.05	Social Psychology	
	Apr.07	GROUP PRESENTATIONS	3 Presentations @15 mins each.
13	Apr.12	Personality	
	Apr. 14	GROUP PRESENTATIONS	Final 3 Presentations @ 15 mins. Each.
14	Apr.19	**EXPERIMENT DUE: Testing Personality**	
	Apr. 21		
15	Apr.26	Research Paper due.	Research Paper due.
	Apr.28		
	May 3 May 5	**FINAL EXAM WEEK**	Final Exam in class.

Master Syllabus
School of Arts and Sciences Master Syllabi

Introduction to Social Psychology
Course

PSYC 202
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Wendy Romain

Course Director Name: N/A

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

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Weds, Fri 2 pm to 4 pm, Tues & Thursday 11 am to 1 pm

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Balsier Building (Upper Level)

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.

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 disciples in the understanding of human social behavior

Student Learning Outcomes:

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

PSYC – CLO -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

PSYC – CLO -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

PSYC – CLO - 3 Apply learnt principles to their intra-individual and group interactions

PSYC – CLO – 4 Explain research methodologies relevant to Social Psychology, and apply them to proposed areas of interest for social research

PSYC – CLO – 5 Write a proposal for the conduction of a social psychological study

PSYC – CLO – 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:

•PLO 1 Knowledge: to be able to engage in intellectual discussion regarding traditional and contemporary perspectives in psychology, including neuropsychology (the impact of the brain on behavior).

•PLO 2 Application: to be able to utilize psychological knowledge in the understanding of self, and how one relates to others. To employ relevant psychological skills, and attitudes to recognize and assist where appropriate, persons with cognitive, emotional, or behavioral needs

•PLO 3 Understanding Self: gaining a comprehensive understanding of self, through introspection, meta-cognitive analysis, and intra-personal considerations, thus fostering better interpersonal interactions, and an enhanced quality of life.

•PLO 4 Methodological and Statistical skills: students should 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 = 64.4% 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 Reviews 20 %
- Situation Analysis 10 %
- Exam x 4 40 %
- Paper Analysis x 2 15 %
- Individual Project 10 %
- Participation 5%
- **Total** **100%**

Course Requirements:

Students will be required to:

1. Attend classes punctually and regularly
2. Participate actively in class discussions and exercises
3. Be respectful of each other during class discussions
4. Complete all reading assignments in preparation for class
5. Avoid cell phone use unless permission is granted for class activity
6. Avoid eating during class, unless permission is granted

Course Schedule:

Week	Dates	Topic	Assignment Due
1	17th **January** 19th 21st	Introduction to course Social Psychology Intro Social Research	
2	24th 26th 28th	Social Cognition Social Cognition cont. Social Cognition Recap	
3	31st 2nd F**ebruary** 4th	Social Perception Social Perception cont. Social Perception Recap	
4	7th 9th 11th	**Independence** The Self The Self	
5	14th 16th 18th	Cognitive Dissonance Cognitive Dissonance cont. Cognitive Dissonance Recap	
6	21st	Attitudes	

	23rd 25th	Attitudes cont. Attitudes Recap	
7	28th 2nd **March** 4th	Conformity Conformity cont. Conformity Recap	
8	**MIDTERM**	**March 7th to 11th**	
9	14th 16th 18th	Group Processes Group Processes cont. Group Processes Recap	
10	21st 23rd	Interpersonal Attraction Interpersonal Attraction	
	25th	Interpersonal Attraction R	
11	28th 30th 1st **April**	Prosocial Behavior Prosocial Behavior cont. Prosocial Behavior Recap	
12	4th 6th 8th	Aggression Aggression cont. Aggression Recap	
13	11th 13th 15th	Prejudice Prejudice cont. **Good Friday**	
14	18th 20th 22nd	**Easter Monday** Prejudice Recap Wrap Up	
15	25th 27th 29th	Group Presentations Group Presentations Group Presentations	
16	**FINALS**	**May 2nd to 6th**	

Please note: Your assignments will be <u>due on a Friday</u>

Master Syllabus
School of Arts and Sciences Master Syllabi

Introduction to Sociology

Course
SOCI 201
Semester

Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Wendy Crawford-Daniel

Course Director Name: Wendy Crawford-Daniel, Ph.D

Course Lecturer(s) Contact Information: wcrawford@sgu.edu; cell:457-4856; ext. 3152

Course Director Contact Information: wcrawford@sgu.edu;

Course Lecturer(s) Office Hours: Tue & Thu 2:30:00 – 3:30 P.M.

Course Director Office Hours: Same

Course Lecturer(s) Office Location: Ballsier Building – upstairs/online

Course Director Office Location: Same

Course Support: Nicole Philip; nphilip2@sgu.edu; ext. 3822

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

Please note that changes have been made as a result of COVID 19. Some consultations and advising will be done online. Note also, the online office hours and my cell phone number posted on this outline. Please try to keep calls within the allocated time or reasonable time, as much as possible.

Course Curriculum Information
Course Description:

This course is designed to introduce sociology both to those who will go on to specialize in this discipline or any area of social science, and those for whom this course will be their formal exposure to the subject. It will introduce students to the basic concepts of sociology and the major sociological perspectives. The course is therefore largely theoretical and conceptual in nature and foundational in intent. It also examines Caribbean culture, the nature of Caribbean society, and some of its most important institutions and will assist in a critical and analytical treatment of contemporary social issues.

Course Objectives:

1. Demonstrate an understanding of sociological perspectives and methods using a range of concepts, theories and approaches.
2. Analyze the various structures of power/stratification of society.
3. Critically analyze the structure of Caribbean social institutions.
4. Identify, describe and explain the basic social components of Caribbean society.

Student Learning Outcomes:

1. Identify, describe and explain basic concepts of Sociology.
2. Demonstrate an understanding of 3 classical sociological perspectives and 3 methods of Sociology.
3. Analyze the structures of power/stratification of society.
4. Critically analyze the structure of Caribbean social institutions.

5. Use a range of sociological concepts, theories and perspectives to critically analyze contemporary social issues.

Program Outcomes Met By This Course:

Students should be able to:

PO.1 Apply classical and contemporary sociological perspectives to explain complex social issues and problems; particularly, Caribbean social reality.

PO.2 Demonstrate their critical thinking skills to sociological analysis.

PO.3 Employ sociological research methods to investigate and explain social issues. PO.4 Provide the foundation needed in building students intellectual capacity to articulate perspectives related to various sociological issues and the methodologies used for researching those issues.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Tischler, H.L. (2007). Introduction to Sociology. (9th Ed.) Wadsworth: Australia.

Supplementary Readings/Resources: Barrow, C. & Reddock,R. (2001). Caribbean sociology: Introductory Readings. Ian Randle. Kingston: Jamaica

Giddens , A. (2001). Sociology (6th Ed.) Polity Press. Cambridge: U.K

Mustapha, N. (2006). Sociology for Caribbean students. Vol. 1, Society and Culture. Ian Randle. Mona: Jamaica

Course Grading Requirement:

Reaction Papers: (3)

1. – 20 points
2. – 20 points
3. – 20 points
4. Final Research Project: 40 points

Course Requirements:

During the first half of the semester students will be required to prepare 3 individual papers. That will cover 60% of the student's overall mark.

During the second half of the semester students will research and prepare a final project/paper (Depending of the COVID situation) 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 2022- Tuesdays and Thursdays 2:30 – 3:45

Course Schedule	**Timetable: Fall 2022- Tuesdays and Thursdays 1 - 2:15**
Week 1	**Course Information, Course Assignments** · What is Sociology · The Branches of Sociology · The Origin and Development of Sociology
Week 2	· Sociology as a Science: · World View · Caribbean Sociological Perspectives
Week 3	· Functionalist Perspective of society
Week 4 ·Application of Functional Theory **(Functionalism Assignment Due)**	
Week 5	· **Marxist theory/Conflict Theory of Society**
Week 6	· Application of Conflict Theory (**Marxist Assignment Due)**
Week 7 Interpretive Theories: Symbolic Inter-actionist; Phenomenology; Ethno-methodology	
Week 8 -	**MID- Term – Symbolic Interaction Assignment Due**
Week 9	**Race Class and Gender** **Multiculturalism and Diversity/Application of theories** **Final Topic Selection**
Week 10	**Theories of Stratification** · Types of social stratification · Types and patterns of social mobility · Social stratification in the Caribbean · Application of Stratification · Project consultation
Week 11	Research methodologies for the Social Sciences **Crime and Violence – Drugs, Alcohol & Juvenile Justice Project Consultation**
Week 12	**Culture and Society - Caribbean/Grenada Cultural Heritage Project Consultation** **Disability; Disaster Preparedness**
Week 13	**Education and Health** Sex and Sexuality Project Consultation
Week 14	**Aging , Death Dying and Bereavement** Project Consultation
Week 15	Presentation of Projects
Week 16	Presentation of Projects

Master Syllabus
School of Arts and Sciences Master Syllabi

Introduction to University Life

Course
GENL 105
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. QueenAnnie Gill

Course Director Name: Ms. QueenAnnie Gill

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

Course Director Contact Information: agill@sgu.edu

Course Lecturer(s) Office Hours: By Appointment

Course Director Office Hours: By Appointment

Course Lecturer(s) Office Location: Ballsier Building Upper Floor

Course Director Office Location: Ballsier Building Upper Floor

Course Support: NA

Course Management tool: To 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.

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 = 64.4% or less

Course Materials:

Text: NA

Supplementary Readings/Resources: Student Manual

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 assignment with DES: 20%

Attendance : 60%

Total: 100%

Course Schedule:

Week 1: 17th Jan, 19th Jan

- Welcome to University Life Expectations, Overview of
- Student Manual, Developing Help-Seeking Skills

Week 2: 24th Jan, 26th Jan

- Academic Preparation 101

- DES Session: time management, learning styles, note-taking etc.
- CAE Session: What is it? It's importance to your academic success.

Week 3: 31st Jan, 2nd Feb

- Guidelines to Writing a Research Paper Using the Library Databases
- APA and Avoiding Plagiarism

Week 4: 7th Feb, 9th Feb

- Pofessionalism in the academic environment Pt.1 - Professional behavior:
- Responding to emails
- Teamwork/group learning
- Punctuality
- Cell phones for mobile learning
- Writing to professors (respecting boundaries)

Week 5: 14th Feb, 16th Feb

- Professionalism in the academic environment Pt. 2
- Caribbean language vs. Academic English
- Operating responsibly in an academic online environment
- Improving critical thinking skills

Week 6: 21st Feb, 23rd Feb

- Preparing for exams Pt. 1
- Test-taking strategies
- MCQs
- Strategies for coping with test anxieties.

Week 7: 28th Feb, 2nd March

- Preparing for exams Pt. 2
- Examination policies
- Preparing for exams: face-to-face, written, e-exams
- The importance of completing Course Evaluations

Master Syllabus
School of Arts and Sciences Master Syllabi

Introductory French I

Course
FREN 101
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Mae Patterson

Course Director Name: N/A

Course Lecturer(s) Contact Information: mapatterson@sgu.edu, 1-473-456-4208 Cellphone

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: By appointment

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building G

Course Director Office Location: N/A

Course Support: Ms. Nichole Phillip, nphilli2@sgu.edu +1 473 444 4175, ext. 3823

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

Course Curriculum Information
Course Description:

It is usually said that French is the Language of Love and of Lovers... but is that true? Are you planning to visit a Francophone country? Do you have friends, relatives or colleagues who speak French but you feel inadequate when you try to communicate with them? Would you like to navigate your way in the Language using "basic survival skills"? Are you fascinated by some aspects of the French Culture and would like to better understand it? Or maybe you simply want to fulfill a Foreign Language requirement for your Programme of study and you have not had any previous knowledge of the Language... If your answer to any ONE of the questions is "Yes" then FREN 101 is for YOU! This Course is designed to provide you with basic oral and written skills to function in real-life situations in a French-speaking Community or where you have to interact with Francophone speakers.

Course Objectives:

1. Listen and respond to simple, spoken French in a variety of contexts.
2. Read simple continuous texts in French.
3. Respond clearly and appropriately in French, both orally and in writing to stimuli in French.
4. Demonstrate knowledge of socio-cultural norms in Francophone countries.

Student Learning Outcomes:

1. Identify at least 2 areas/contexts/domains in which the French presence in Grenada has influenced Grenada's linguistic landscape.
2. Greet formally and informally, a French speaker; ask someone, in French, how her/his name is spelt; be able to spell one's name in French.
3. Use short, learned expressions appropriately, in specific seasons/occasions.
4. Navigate one's way, when talking to a Francophone speaker, about one's profession, nationality, future plans and family relationships.
5. Use numbers (1 -100) and the French Calendar to state one's age, the date, the time; ask for and give a telephone number *(cf. document: Carte des zones téléphoniques en France).*
6. Interpret weather patterns in French.
7. Use appropriate French expressions to navigate one's way in the streets of a Francophone country.

Program Outcomes Met By This Course:

PO-1 Critically analyze global and regional issues.

PO-2 Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Café Crème Book 1, KANEMAN-POUGATH et al, Hachette: Paris

Supplementary Readings/Resources:

Websites : 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%
Total		**100%**

Course Requirements:

1. Students are expected to attend all classes unless there is a valid excuse for absence.
2. Since this is a language course participation in activities, exercises and discussions is expected.
3. Students are expected to be prepared for class by completing homework and assigned readings. (iv) Students are expected to listen carefully to instructions given and to seek clarification from the instructor if these instructions are not clear. (v) Respect for differing opinions is expected.

Course Schedule:

Week	Topic	Activities/Assignments
1	**Leçon zero:** Period of sensitization using information that's already familiar to students; brief introduction to French influence in their own experiences	Students listen to and look at (visual and audio) documents expressed in various languages and attempt to identify as many as possible, justifying their answers. Students do some research on: the French reality in the Caribbean, North America, Europe, Africa, Asia. Some popular French icons and symbols Link to Playlist (Saying Hello in different languages) Saying Hello in Different Languages
2	**The French Alphabet**	Students are introduced to the French Alphabet and are asked to spell their first name, in French. They are introduced to the expressions*: Quel est ton prénom?/Comment ça s'écrit ?*

		Recap: https://youtu.be/P6WkDmZ0rCc *(Alter Égo A1* Dossier 0 Leçon 1) On-line Games using the Alphabet Practice your French alphabet
3	**Accents and symbols in French**	**E***xercices de discrimination* (Activities that engage the learner to differentiate the various sounds produced by the various accents) French accents - part 1 (French Essentials Lesson 17) French accents - part 2 (French Essentials Lesson 18) French accents - part 3 (French Essentials Lesson 19)
4	**Greetings and Farewells (Formal and Informal)**	Use of the *CIEP* (*Centre International d'Études Pédagogiques*) site Students match pictures/short audio/video clips with expressions of Greetings and Farewell. Students role play using new expressions Apprendre à Saluer et à se présenter | En Français Alter Ego 1 - Dossier 1
5	**Nationalities and professions *« Salutations à la française »***	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. Role play: Students role play a TV Presenter introducing various guests on the Programme. Alter Ego 1 - Dossier 1 Dire sa nationalité en français
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: *En ce moment je suis … mais dans le futur je voudrais être..*
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 (***cf* Doc: Evolution of the French family**) **The Modern French Family structure** Stating one's age Asking for and giving a telephone number *à la française* **Telephone zones in France** French numbers 1-100 (Learn French With Alexa) Apprendre à présenter sa famille | En Français donner l'age French for Beginners: Lesson 7.3 - how to say your age - Learn & Speak French French Telephone Numbers Part 1

10	**Days of the week and months of the year**	State one's date of birth. Ask someone his date of birth. **Important dates in France** **A French Calendar** The French Days of the Week (French Essentials Lesson 4) The French Months of the Year (French Essentials Lesson 5)
11	**Stating the Time**	Asking and giving the time using the 24-hour clock **Interpreting information on Monitors in a Train station/an airport in France** What Time Is It? - part 1 (French Essentials Lesson 15)
12	**The Weather**	The Weather: comparing weather patterns in France and in the Caribbean Asking about and describing the weather **Cultural Content:** How the weather affects daily life: clothing, sporting activities, eating habits
		Quel temps fait il? - Alain Le Lait quel temps fait il
13	**Making an appointment**	Role- play Calling an office to make an appointment: using vocabulary/ expressions previously learnt to successfully do this. How to Make Phone Calls in French: Phrases and Etiquette Claude François "Le téléphone pleure" | Archive INA
14	**Asking and giving Directions on a street in France**	Role-play: Greeting someone and asking him how to locate a specific street building/office
15	**Final Exam**	

Assessment Plan

Week	Type of Quiz	Weighting
4	**Quiz 1** Listening	**7.5%** Content: using letters in the French alphabet to spell ; differentiating the various sounds produced by some of the French accents discussed in class
7	**Quiz 2 (Role Play)** Speaking	**7.5%** Content: Nationalities, Professions, Future Plans. In assigned Groups Students role play a scenario where the talk about themselves in French
8	**Mid-Term Exam**	
11	**Quiz 3** Writing Content: Info based on the family, time, the weather, days of the week months of the year to complete a simple Bio data in French; Students also complete simple questionnaires	**7.5%**
Week	**Type of quiz**	**Weighting**
14	**Quiz 4** Reading Content will include topics and vocabulary previously discussed in Class.	**7.5%**
15	**Mid-Term Examination**	

Master Syllabus
School of Arts and Sciences Master Syllabi

Introductory Spanish 2

Course
SPAN 102
Semester
Spring
Year

2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. Caron Glenda Juerakhan

Course Director Name: N/A

Course Lecturer(s) Contact Information: glenda_juerakhan@yahoo.com

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: N/A

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A

Course Director Office Location: N/A

Course Support: Ms. Phillip nphillip2@sgu.edu +1 444 4175 ext 3823

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

Course Curriculum Information
Course Description:

The aim of this course in Spanish is to develop the ability to understand native spoken and written Spanish and to increase the communication skills in everyday situations. More emphasis will be placed on communicative competence rather than grammatical perfection. Class time will be devoted almost exclusively to activities that will allow the students to practice the skills of understanding and interacting in Spanish.

Course Objectives:

1. Develop essential language skills for effective communication in practical, everyday situations,

2. Build on a sound base for further study and use of the language in activities related to work and leisure,

3. Gain positive attitudes to foreign language learning, to speakers of the language and to their cultures.

Student Learning Outcomes:

1. Understand and communicate adequately so that they are able to participate in conversations on a variety of basic topics including their daily routine, their jobs, and their leisure activities.
2. Demonstrate adequate grammatical accuracy when speaking and writing Spanish.
3. Express in Spanish orally and in writing what they did in the past and what they are going to do in the in the future.
4. Read and understand a variety of texts that include description and narration.
5. Research and write reports in Spanish using adequate vocabulary and grammatical structures;
6. Listen and understand discourse on a variety of topics and answer questions adequately.
7. Demonstrate knowledge and appreciation of certain aspects of Latin American and Spanish culture.

Program Outcomes Met By This Course:

1: Narrate and describe in present, past and future, on a variety of familiar topics.

2: Read and a variety of texts which include Latin American culture and lifestyle.

3: Communicate orally on different topics and in a variety of social situations.

4: Understand discourse on a variety of topics and social situations.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Ultimate SPANISH. Beginner – Intermediate, Living Language

Dos Mundos [Any edition]

Course Grading Requirement:

Attendance 10%

Participation 10%

Course-work 20% (2 in-class tests/assignments)

Project 1 30%

Project 2 30%

Course Requirements:

Class time will be devoted almost exclusively to activities that will allow the students to practice the skills of understanding and interacting in Spanish. Therefore they are expected to use the tentative class schedule as a guide [the instructor will also inform them] to read the notes on the topics and be prepared to participate in every class. Attendance is mandatory as a language is spoken as well as written.

Course Schedule:

SPAN 102 Tentative Class Schedule:

Weeks 1-3: Holidays and celebrations Condition and emotion

Quiz 1 [oral] Wed and Fri of Week 3

- **Project #1**: Choose a **Spanish speaking** country and write about their celebrations and holidays in **Spanish.** Include when you would like to visit that country and why. **Deadline: Wed of week 7.** [No less than 2 written pages]

SPAN 102 PROJECTS

Presentation [cover page, essay structure, sources...]	10
Content	70
Grammar	20

Weeks 4-7:

- Grammar [demonstratives...]
- Daily life/daily activities
- Classes and careers
- Abilities [saber/poder]
- Knowing people, place and facts [saber/conocer]
- Future plans los planes y los deseos
- Grammar: expressing future tense with verb endings
- Reading/Listening Comprehension
- Submission of Project 1 Week 7

Weeks 9-11

- Residence/Furniture
- Past Tense
- Speaking about the past
- Reading Comprehension [la quinceañera]
- **Project # 2**: Choose a **Spanish** singer **and** actor/actress and write about his/her life and work [two persons] Include why you chose each one. **Deadline: Wed of week 14** [No less than 2 written pages]

Weeks 12-14 Neighborhood

- Grammar: expressing obligations: tener que, deber..., making comparisons: mas/menos que... relative pronoun
- expressing posession
- Reading and Listening Comprehension Exercises
- **Quiz 2 [written]**
- Submission of Project 2 Week 14

Weeks 15 Pending Assignments

- Submission procedure: TWO [2] marks will be deducted every day after the deadline.
- **NB. Attendance and Participation: 20% of evaluation.**

Master Syllabus
School of Arts and Sciences Master Syllabi

Introductory Spanish I

Course
SPAN 101
Semester
Spring
Year
2022

Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. Caron Glenda Juerakhan

Course Director Name: N/A

Course Lecturer(s) Contact Information: glenda_juerakhan@yahoo.com

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: N/A

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: N/A

Course Director Office Location: N/A

Course Support: Ms. Phillip nphillip2@sgu.edu +1 444 4175 ext 3823

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

Course Curriculum Information
Course Description:

This course provides a solid grammatical base and a rich and useful vocabulary. It seeks to help the students acquire the necessary skills to enable them to communicate orally and in writing satisfactorily in Spanish about everyday situations and to understand different articles in Spanish. Emphasis will be placed on the following language skills: listening, speaking, reading and writing.

Course Objectives:

1. Positive attitudes to foreign language learning, to speakers of the language and their cultures.
2. Essential language skills for effective communication in Spanish.
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 speaking, reading, listening and writing skills in Spanish.
4. To increase the students' awareness of Latin American culture.

Program Outcomes Met By This Course:

1: Narrate and describe in present and future, on a variety of familiar topics.

2: Read and understand simple texts which include Latin American culture and lifestyle.

3: Communicate orally in a variety of social situations. 4: Understand discourse on a variety of topics and situations.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Ultimate SPANISH. Beginner – Intermediate, Living Language

Dos Mundos [Any edition]

Course Grading Requirement:

Attendance	10%
Participation	10%
Course work	20% (2 in-class tests/assignments)
Mid-term	30 % [Oral exam]
Final Assignment	30% [Written]
Total	100%

Course Requirements:

Class time will be devoted exclusively to activities that will allow the students to practice the skills of understanding and interacting in Spanish. Therefore they are expected to use the tentative class schedule as a guide [the instructor will also inform them] to read the notes on the topics and be prepared to participate in every class. Attendance is mandatory as a language is spoken as well as written.

Course Schedule:

Weeks 1-3

- Greeting and goodbyes
- yourself and others
- The articles
- Clothes and colors
- Describing oneself
- Describing the class room
- The family
- Group activity: describing someone in your group/favorite professor
- Quiz 1 [week 3]

Weeks 4-7

- Parts of the body
- Numbers: Age, dates, birthdays...
- Language and nationalities

- Personal information
- The present tense/Daily activities
- Tu/usted/ustedes
- Reading Comprehension: Los amigos hispanos: Nora Morales
- Listening Comprehension: Los números
- Revision [Midterm Exam, Oral]]

Week 8

- Midterm Exam [Oral]

Weeks 9-11

- Likes/dislikes, sports/activities
- Future plans
- Time
- Weather
- Classes/subject
- Reading Comprehension: En el hotel/la tienda/el banco
- Listening Comprehension: La hora

Weeks 12-14

- Estar + gerund: Activities in progress
- Ser, estar, tener: Location of people, places and things...
- Preferences/desires
- =Questions/Situations
- Listening/Reading Comprehension
- Revision for quiz 2
- =Quiz 2 [wk 13]

Week 15

- Fun activities using the language
- Revision for Final assignment/Exam

Week 16

- Final Assignment/Exam [Written]

Attention: Challenge exam will test Pasos A, B, C, Chapters 1, 2 and 3 of

Dos Mundos. [Any edition]

Master Syllabus
School of Arts and Sciences Master Syllabi

Investment Analysis

Course
BUSI 402
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences

Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Brian Francis

Course Director Name: Dr. Brian Francis

Course Lecturer(s) Contact Information: 473 444 4175 Ext. 3443

Course Director Contact Information: Email: BFrancis@sgu.edu

Course Lecturer(s) Office Hours: Tuesdays & Thursdays 11:00am to 4:00pm or by appointment via email.

Course Director Office Hours: As above

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

Course Director Office Location: As above

Course Support: Ms. Tracy Fortune, tfortune@sgu.edu, 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:

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.

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:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-9 Students will be able to apply the knowledge, skills, and attitudes to compete in a global business environment

Program Outcomes Met By This Course:

1. Ability to propose business solutions through the use of theories, research and analytical skills.

2. Utilize knowledge and skills related to financial issues that are applicable to firms participating in business in the global environment.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Textbook: Investments by Keith Cuthbertson & Dirk Nitzsche (On ProQuest)

https://ebookcentral.proquest.com/lib/sgugd/detail.action?docID=822588

Supplementary Readings/Resources: To be assigned throughout semester

Course Grading Requirement:

Course Grading Requirements	**Percentage of Final Grade**	**Date**
Attendance	10%	
Forum Discussions on Sakai	10%	
Participation in Class	5%	
Midterm	15%	**Midterm Week**
Assignments	40%	Due Dates and nature to be determined
Comprehensive Final	20%	**Finals Week**
TOTAL	**100%**	

Course Requirements:

1. This is a seminar course. Lectures are limited to that required to identify and explain concepts and terminology. Students must keep up with the reading in the text and those assigned throughout the semester, and be prepared to discuss the material in class or in the forum. Read critically, evaluating in light of your own experience and knowledge. Use the calendar included as your guide to keep on track. Check Sakai often, as valuable information is posted time to time. Suggested problems will be identified from each chapter in the textbook. These should be done prior to all examinations to ensure the information is grasped. They are for your practice and will not be graded. Proof of their completion must be presented to gain access to the solutions during my office hours.
2. Attendance. Students are allowed two unexcused absences for the semester. All remaining unexcused absences will affect the final grade. Please email all excuses to BFrancis@sgu.edu.
3. Participation: An essential obligation is to keep up with the assigned readings within the course study outline contained in this syllabus. Class attendance is essential, and participation will be evaluated on your responses to class activities like forum discussions.
4. Midterm to be administered on ExamSoft. More details will be given in class.
5. Assignments: Assignments must be your own work and submitted as advised by the instructor. These assignments will be group activities.

6. Comprehensive Final Exam to be administered on ExamSoft. More details will be given in class.

Course Schedule:

This schedule represents our expected class plan. However, as the term progresses, we may need to make changes if we spend more or less time than planned on any particular topic. Here is the plan: Topics to be covered in the course include:

- Weeks 1-2: Course review and reviews of Chapter 1 (Markets and Players) and Chapter 2 (Raising Finance)
- Weeks 3-4: Chapter 3 (Financial instruments) and Chapter 4 (Trading Securities)
- Week 5: Chapter 5 (Investment Companies) and Brief review of chapters 6-8)
- Week 6: Chapter 9 (Measuring Asset Returns)
- Week 7: Chapter 10 (Portfolio Theory)
- Week 8: Midterm Week
- Week 9: Chapter 11 (International Portfolio Diversification) and Chapter 12 (Section 12.1, Single-Index Model)
- Weeks 10-11: Chapter 13 (CAPM and APT)
- Week 12: Chapter 23 (Derivative Securities)
- Week 13: Chapter 24 (Futures Markets)
- Week 14: Chapter 25 (Options Markets)
- Week 15: Chapter 26 (Options Pricing)
- Week 16: Finals Week

Master Syllabus
School of Arts and Sciences Master Syllabi

IT Entrepreneurship

Course
COMP 312
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): GLENDON LANGAIGNE

Course Director Name: Senthilkumar Somasundaram

Course Lecturer(s) Contact Information: 4734050149

Course Director Contact Information: +1 (473) 444-4175 ext. 3311

Course Lecturer(s) Office Hours: NA

Course Lecturer(s) Office Location: NA

Course Support: +1 (473) 444-4175 ext. 3311

Course Management tool: To 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:

It is the goal of this course to provide students with a sound understanding of starting and managing the early stages of their own IT-based enterprise. The students will learn the ideation process, how to take an idea to market by prepare a business plan that can be used to guide the enterprise and be submitted to financial institutes for funding the enterprise as required.

Student Learning Outcomes:

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 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.

Program Outcomes Met By This Course:

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.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

This course does not require a textbook. 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

Rossman, 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

Course Grading Requirement:

Small enterprise analysis (Individual) 10%

Pitch Deck Complete (Team) 20%

Business Plan Presentation (Team) 20 %

Business Plan Written (Team) 30%

Business Plan Individual Comments 10%

Class Participation (Individual) 10%

Course Requirements:

Attendance Policy

This class meets once a week for 16 weeks. Students will be allowed 1 unexcused absence, after which each unexcused absence will result in 2 grade points being deducted from a possible 10 points for class participation.

Plagiarism

The Oxford Dictionary (Ninth Edition) defines plagiarism as “taking and using thoughts, writings, inventions, etc. of someone else as one’s own: to pass off thoughts etc. of another person as one’s own. Plagiarise is derived from the Greek “plagion” meaning to kidnap. Plagiarism is a cardinal offense in any academic institution. The outcome can be failing a course in which material has been plagiarised to dismissal from the university. Any attempt to plagiarise will meet with severe consequences.

ACADEMIC INTEGRITY

Papers and presentations are expected to be your original work, with appropriate credit given to the sources used as references.

Sources should be documented using the APA Style Manual.

Plagiarism and other instances of academic dishonesty will result in failing the course along with possible disciplinary action by the Dean of Students' Office. In some cases TURNITIN will be used to authenticate academic integrity.

Assignment Submission Policy

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 Etiquette

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

Disruptive Behaviour

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

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 polices, laws, rules and procedures that while they could affect your grade for course, have not been specifically outlined in the course syllabus. These are contained in the St. George's University Student Manual.

Course Schedule:

20-Jan Week 1 Intro

- Introduction to syllabus and start of classroom discussion
- Group work discussed

27-Jan Week 2

- Ideation Process
- Concept Development
- Lecture / discussion – concept/strategies
- Assignment to class - Interview a local business owner (questionnaire provided)

3-Feb Week 3

- Progress on Business Owner Interviews
- Discuss business ideas for class projects
- Questions on assignment
- Assignment - Business Model Canvas

- Groups Formed,
- Discussions commence on business ideas

10-Feb Week 4

- Business Owner Shares their experiences
- Discussion with Business Owner
- Confirm business ideas
- Assign team member roles
- Submit assignment - Business Owner Interview

17-Feb Week 5

- Group Business idea announced in class
- Class gives feedback to each other's ideas
- Team roles confirmed
- Access granted to Live Plan
- Live Plan (Demo)
- Lecture- Research, Data, Analysis
- Lecture - Social Entrepreneurship

24-Feb Week 6

- Research feedback, group discussions on Pitch deck preparations
- Lecture - Pitch Deck
- Lecture - Revenue Models

3-Mar Week 7

- Topic: - Financing / Financing Options / Assistance from Government
- GIDC Guest Speaker / Loans Officer

10-Mar Week 8

- Mid Term Deliverable Pitch Deck Submitted

17-Mar Week 9

- Product and services of business
- Target Market
- Pricing Models
- Exit Plans
- In Class Discussion (Lecture from Guest, Entrepreneurial mindset)

24-Mar Week 10

- Continued from week 9
- Groups working on business plan

1-Apr Week 11

- Go to market planning and Implementation
- Groups working on business plan

7-Apr Week 12

- Financials (Balance Sheet, P&L, etc)
- Groups working on business plan

14 -Apr Week 13

- Final Pitch Deck ready for presentation
- Each group presents to class

21 -Apr Week 14

- Final stages of business plan within live plan
- Business Plan Reviewed

28 -Apr Week 15

- Presentation to class of final pitch deck
- Final presentation to class and outsider invited guests

5 -May Week 16

- Final project submitted by midnight Sakai submission

Master Syllabus
School of Arts and Sciences Master Syllabi

IT Service Learning

Course
COMP 410
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Thompson Cummings

Course Director Name: Dr. Thompson Cummings

Course Lecturer(s) Contact Information: Tel#: 473-444-4175 Ext. 3178; Email: tcummings@sgu.edu

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: By appointment, emails and Mondays: 1.00 _ 4.00 PM. Tuesdays and Thursdays:1.00 – 3.30 PM

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D (Leeward Hall) Top Floor

Course Director Office Location: N/A

Course Support: Mary Celestine, MCelesti@sgu.edu Ext. 3726

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.
2. To provide a stepping stone to (i) full-time employment in the Information Technology (IT) industry or (ii) research at the graduate level.

Student Learning Outcomes:

Upon successful mastering of the material in this course, students will be able to:

- apply the IT knowledge and skills acquired in the classroom to the organization in which the service learning program is carried out.
- to gain relevant workplace experience and exposure to IT in organizations and/or in the community.
- acquire the skill set necessary to enable them to undertake successful IT projects.
- Carry out research and report on it. This applies to students undertaking research.

Program Outcomes Met By This Course:

Demonstrate professional and ethical responsibilities.

SAS Grading Scale: Grades will be assigned as follows:

S >= 69.5

U < 69.5

Course Materials:

Text: Prescribed Text(s): No prescribed text but the book Systems Analysis and Design. 9th. Edition. Kendall and Kendall. Prentice Hall can be helpful.

Supplementary Readings/Resources: The Internet

Course Grading Requirement:

Course Assessment

Workplace supervisor evaluation: 70%

Academic supervisor evaluation - Presentation and Reports: 30%

Course Requirements:

Attendance Policy

You are required to be present for at least 90% of classes or if arranged otherwise.

Plagiarism Policy

e.g. ACADEMIC INTEGRITY

Papers and presentations are expected to be your original work, with appropriate credit given to the sources used as references.

Sources should be documented using the APA Style Manual.

Plagiarism and other instances of academic dishonesty will result in failing the course along with possible disciplinary action by the Dean of Students' Office.

Online behavior

When using Sakai you are expected to communicate and behave in an ethical manner. Ethical behavior includes but not limited to:

- You must not be involved in the practice of insulting, disrespecting or attacking another student. When expressing your disagreement on a subject matter please do so politely.
- You must not shout – avoid using all capitals in words because all-caps are considered 'shouting' when communicating online.
- You must avoid using offensive language and making racist or sexist comments.
- You must not commit illegal acts online.
- You must respect fellow students and others intellectual property.

Please read "Ten Commandments of Computer Ethics" at http://courses.cs.vt.edu/~cs3604/lib/WorldCodes/10.Commandments.html

Course Schedule:

Tentative Course Schedule: Not Applicable

Master Syllabus
School of Arts and Sciences Master Syllabi

Learning Strategies for Pre-clinical Programs

Course
PCLN 301 Duplicate
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
Course Information

Class Information

Cohort	Days	Start Time	End Time	Location
CFP, FTV, Post Bac	Tuesday Thursday	11:30am 10:30am	12:20pm 11:20am	Charter Hall Bourne Lecture Hall
PMED, PVET, EMP3,1, MD EMP	Tuesday Friday	11:30am 9:30am	12:20pm 10:20am	Charter Lecture Hall Bourne Lecture Hall

Live Zoom sessions will occur for all remote students at the same class times

Instructor Information

All course inquiries can be sent to PCLN301@sgu.edu

Individual instructors can be contacted as follows:

Instructors	Email Address	Office Hours & Location
Ms. Cherisse Mahabir- Cletus (Course Director) Dr. Alyson Reuben Ms. Donna Walker Dr. Tanya Edwards Ms. Kemi Burgen`	cmahabir@sgu.edu areuben2@sgu.edu DWalker3@sgu.edu tedward2@sgu.edu KBurgen1@sgu.edu	Ample time will be provided during class hours for questions and discussion with instructors. Individual appointments can be made here: https://sgu-insight.symplicity.com

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, postclass 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.

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.

Course Grading & Assignments

Overview of Assignments

Assignment	**Time management**	**Help Seeking**	**Portfolio**
Points (54 total)	16	10	28
Objectives	Create an effective time management system over a twoweek 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: Tuesday, Feb 1st** Takes place over the first 2 weeks of the course	**Due: Sunday, March 20th** Takes place once anytime throughout the first 9 weeks of the course.	Due: Weekly beginning **Monday, Jan 31st**, with a final write up due **Sunday, Apr 3rd** Takes place from week 3 to the end of the course with weekly submissions required.

Detailed instructions and rubrics for each assignment are available on Sakai under the Assignments Tool.

Grading:

1. Post-session reflections and activity points **can only be earned by attending and fully participating in live sessions**. Absences result in a 0. These cannot be made up outside of class unless under special circumstances (for example, illness with doctor's note).
2. All assignments (time management, help seeking, and portfolio) and post-class activities are due on the noted day before 11:55 p.m. AST and are to be submitted electronically through Sakai following each assignment's directions. Please read submission requirements carefully and adhere to the instructions.
3. Late assignments (submitted on the due date at 11:55 p.m. or later) will incur a 10% penalty. Assignments will be accepted for 7 days past due date and are subject to the 10% late penalty. After 7 days, assignments will no longer be accepted and will be graded as zero.
4. Every effort is made to post your grades in a timely fashion. If you have any questions about your posted grades, please email PCLN301@sgu.edu with the pertinent details.

Plagiarism:

Plagiarism is a serious offense and St. George's University will not tolerate it. Page 28 of 2019 SGU Student Manual states:

"The Oxford Concise Dictionary, 9 ed., (1995: 1043) defines plagiarism as 'the act or instance of plagiarizing, something plagiarized.' The dictionary then defines plagiarize as 'take and use (the thoughts, writings, inventions, and so forth of another person) as one's own; pass off the thoughts, and so forth of (another person) as one's own.'"

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

In addition to the intentional use of other's thoughts, writings, etc. plagiarism also includes the unintentional copying. This includes submitting work that was previously submitted, false citations, and compiling multiple sources without citations. We strongly encourage that all assignments are completed individually. Whilst you may collaborate or discuss ideas with peers to enhance the learning process, your assignments must be original submissions with correct citations. Be sure to double check your assignments before you hand them in. Do good, honest work, credit your sources and reference accordingly. Consequences for plagiarism include a "0" for the assignment, deduction in professionalism points, and possible disciplinary action at a program level.

Professionalism:

Professionalism is an important component of your academic life at SGU, and students in this class are expected to adhere to all non-academic standards as outlined in the 2020/2021 SGU

Student Manual. In addition to adherence to all non-academic 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.

Course Schedule

Week	Date	Topic	Format	Intended Learning Outcomes	Assessment	Points
1-9	Jan 17 Apr 03	Using academic resources (UAR)	Assignment	Identify when seeking help is needed. Evaluate effectiveness of utilized service(s) or resource(s).	Help Seeking Assignment	10
1	Jan 18	Class Orientation	Live Session Dr. Alyson Reuben	Navigate course format, objectives and assessments. Assess current learning and study strategies.	LASSI report SRL survey	2
		The Study Cycle		Reflect on study cycle.		
	Jan 20 (CFP, FTV, Post Bac) or	Time Management (TMT)	Live Session Dr. Alyson Reuben	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 nonacademic life.	Session participation Time Management Assignment	16

	Jan 21 (PVet, PMed, EMP)			❌ Identify ways to overcome procrastination. ❌ Create a schedule that will allow you to better organize and manage your time.		
1 - 2	Jan 20 – Feb 1	Time Management (TMT)	Assignment	❌ Create an effective time management system over a two-week period, which allows you to balance your personal and professional demands.		
2	Prior to live session on Jan 25	Selecting Main Ideas (SMI) Information Processing (INP)	Online PreActivity	❌ 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

	Jan 25		Live Online Session Dr. Alyson Reuben	❌ 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.	Session participation Selecting Main Ideas & Information Processing	5
	Jan 25 - Jan 28		Post-class reflection	❌ Evaluate 1 information processing technique. ❌ Connect applied workshop strategies to the SRL model.	Written reflection	
	Jan 27 Jan 28	Using academic resources (UAR) Teamwork (TWK)	Success Team Meet up	❌ Connect with Success Team Advisor and peers to share resources and experiences.		
3-11	Jan 31 Apr 3	Self-Regulated Learning (SRL)	Assignment	❌ Develop a reflective practice for learning strategy application. ❌ Practice sharing and receiving information, knowledge and feedback.	Portfolio Assignment	28
3	Prior to live session on Feb 1	Self-Testing (ST)	Online PreActivity	❌ 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
	Feb 1	Self-testing (ST)	Live Session Dr. Tanya Edwards	❌ Apply strategies of whiteboarding, using MCQs, and turning LO into questions.	Session participation Self-Testing	5
	Feb 1 – Feb 4	Self-Testing (ST)	Post-class activity	❌ Utilize self-testing study tool.	TBD	

Week 4: Block 1 Exams; No PCLN Activities						
5	Prior to live session on Feb 15	Mindset (MOT & RAD) Focus & procrastination (CON & TMT)	Pre- Class Activity	✗ Identify internal & external locus of control statements. ✗ Differentiate growth versus fixed mindset statements. ✗ Identify strategies to combat procrastination. ✗ Reflect on the value of being self-aware to make changes that will address lack of focus and procrastination.	Online comprehension questions	1
	Feb 15 & Feb17 (CFP, FTV) or Feb 18 (PVet, PMed, EMP)		Live session: Ms. Kemi Burgen	✗ Reflect on ways to 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. ✗ Select strategies for directing attention to academic tasks. ✗ Select strategies for eliminating interfering thoughts. ✗ Identify causes and strategies to address procrastination and distractions.	Session participation Mindset focus & procrastination	
	Feb 15 – Feb 18		Post-class activity	✗ Plan and provide accountability to accomplish personal goals.	Written summary	5
6	Prior to live session on Feb 22	Life Balance (RAD) and Test Anxiety (ANX)	Pre-class activities	✗ Identify strategies to maintain a healthy schoollife balance. ✗ Explain the value of planning and prioritizing to achieve a school-life balance. ✗ Describe strategies for dealing with test anxiety. ✗ Assess test-taking skills and create a plan for improvement.	Online comprehension questions	1

	Feb 22 & Feb 24 (CFP, FTV) or Feb 25		Live session: Ms. Kemi Burgen	✗ Implement strategies that can be used to achieve a healthy school-life balance. ✗ Recognize task-irrelevant & catastrophizing thoughts in preparation for and during an exam. ✗ Implement techniques for coping with anxiety.	Session participation Life Balance & Test Anxiety Thursday - Approach to Anatomy (Optional Workshop)	5

	(PVet, PMed, EMP)					
7	Prior to live session on Mar 1	Informal Study Group (TWK)	Pre-class activities	Plan study session that considers effective elements to active group learning.	Online comprehension questions	5
	Mar 1 & Mar 4 (CFP, FTV) or Mar 5 (PVet, PMed, EMP)		Live Session: Ms. Kemi Burgen	Collaborate in executing an effective group study session.	Active participation Informal Group Study	
Week 8: Block 2 Exams; No PCLN 301 Activities						
9	Prior to live	Motivation (MOT), Resilience &	Pre-class activity	Take responsibility for academic outcomes. Demonstrate growth mindset.	Online comprehension questions	1
	session on Mar 15	Adaptability (RAD)				
	Mar 15	INP & ST	Live session: Dr. Alyson Reuben	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.	Session participation Information Processing & Self-Testing	5
	Mar 15 – Mar 18		Post class reflection	Evaluate 1 information processing or self testing technique. Connect applied workshop strategies to the SRL model.	Written reflection	
10	Mar 22	TBA	Live Session	TBA	In-class participation	5
11	Mar 29	Self-regulated learning	Self-reflection	Reflect on implementation of learning strategies to strengthen study skills.	LASSI post-test & class reflection	4
Course completes with submission of Portfolio Assignment on April 3rd						

Master Syllabus
School of Arts and Sciences Master Syllabi

Macroeconomics

Course
ECON 202
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Gregory Renwick BBA, MA, LLB (Hons)

Course Director Name: Gregory Renwick

Course Lecturer(s) Contact Information: 439-2000 ext 3361and 414-7500

Course Lecturer(s) Office Hours: Open and by appointment

Course Director Office Hours: Same as above

Course Lecturer(s) Office Location: Balisier Building

Course Director Office Location: Balisier Building

Course Support: Nikisha Thomas and 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:

Macroeconomics is the branch of economics that examines the economic behaviour of the entire economy. It deals with national income, national output and employment, wealth and money creation and the external sector. It is concerned with the study of real life economic issues and problems. This is an introductory course in Macroeconomics which attempts to provide a common-sense approach to economics, covering basic economic laws and how they apply to our world and everyday life

Course Objectives:

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:

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 2. Be able to analyze problems and address problems in policy applications that impact society.

PO 3. Develop quantitative literacy skills and confidence using numerical data.

PO 4. Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C= 69.5 - 74.4%

D= 64.5 - 69.4%

F = 64.4% or less

Course Materials:

1. Economics Today: The Macro View by Roger Leroy Miller (Pearson Publishers, any edition).
2. An Introduction to Modern Economics by Hardwick, Langmead & Khan.
3. Introductory Economics – Barry Harrison, Charles Smith and Brinley Davies www.investopedia.com www.khanacademy.org

Any Macroeconomics text would be adequate.

As there is no specifically assigned course text, assigned readings would be by subject matter.

Supplementary Readings/Resources: Handouts

Course Grading Requirement:

Assignments	20%
Midterm exam	35%
Final Exam	35%
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:	*Introduction to Macroeconomics*	1.What is Macroeconomics? 2.Microeconomic foundations of Macroeconomics

		3.Scarcity, choice and PPF
Weeks 3-5	*Measuring output and economic growth*	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. *Recommended reading: Roger Miller 'Economics Today', Chap*
Week 6	*Theories of Economic Management*	1.The Classical Theory. 2.Limitations of the Classical Theory. *Miller, Chaps.10-12*
Week 7	*Theories of Economic* *Management -continued*	1.The Keynesian and Monetarist Theories. 2.Limitations of both. 3.Effectiveness of Classical, Keynesian theories.
Week 8	**Midterm exam**	
Weeks 9 -10	*What is money?*	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 *Miller Chap15*
Weeks 11-12	*Fiscal Policy, the Budget and National Debt*	1.Discretionary and nondiscretionary fiscal policy. 2.Taxation-types and effectiveness. 3.The Laffer Curve. Government's Budget and the Public Debt. *Miller Chap14*
Week 13	*Inflation and Unemployment*	1.Types and causes of Inflation
		2.Types and causes of Unemployment 3.Impact of inflation and unemployment 4.The Phillip's Curve 5.The Beveridge Curve
Weeks 14 -15	*Trade Theories, Balance of Payments and Forex*	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 exam**	

Master Syllabus
School of Arts and Sciences Master Syllabi

Managerial Accounting

Course
ACCT 351
Semester
Spring
Year
2022
Catalog

School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ronald A Peters

Course Lecturer(s) Contact Information: rapeters@sgu.edu, 444-4175x3612

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 2.30PM to 4.30PM

Course Lecturer(s) Office Location: Winward Hall (Building C)

Course Support: Tracy Fortune, tfortune@sgu.edu, Ext. 3373

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

Course Curriculum Information

Course Description:
This course introduces students to the tools, concepts and techniques used by Accountants to provide information to managers within organizations to enable them to better plan and control the activities of the organization. It will explain the difference between financial accounting and managerial accounting and describe the basic tasks of managers and how they use accounting information in carrying out these tasks. It will discuss the various ways costs can be classified and which costs are relevant to particular decisions. Students learn about changes in the business environment that influence changes to the techniques used in managerial accounting. The course will make reference to various types of organizations to demonstrate how managerial accounting is used and these include: manufacturing, service, profit seeking, non-profit organizations and government.

Course Objectives:
1. Explain the differences between managerial accounting and financial accounting
2. Discuss the role of managerial accounting within an organization.
3. Discuss the importance and challenges of professional ethics to the accountant within organizations
4. Introduce various classifications of costs within organizations and demonstrate how the appropriate classification depends on the purpose.
5. Describe and illustrate absorption and variable costing methods and prepare reports using these methods.
6. Introduce the concept of budgeting, explain the advantages and disadvantages of the budgeting process..
7. Introduce the concept of relevant costs and relevant revenues and the appropriate techniques for providing information that is useful to management in various decision-making situations

Student Learning Outcomes:
1. Distinguish between managerial accounting and financial accounting
2. Calculate sales volume in total dollars and total units to breakeven and to earn a target profit 2. Measure and mathematically express cost behaviour using the account analysis and the high low methods and use the cost functions to predict costs
3. Calculate profits using absorption and marginal costing techniques
4. Prepare master budgets and supporting schedules
5. Prepare flexible budgets for revenue, expenses and income.
6. Compute and label cost and revenue variances
7. Prepare reports using relevant information to assist management in making various operating and marketing decisions

8. Use the standards included in the Institute of Management Accountants statement of ethical professional practice to respond to ethical senarios

Program Outcomes Met By This Course:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-5: Students will be able to analyze financial and non-financial reports to assist local and global internal managers and external users in making decisions.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

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

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

Course Grading Requirement:

Grades will be earned as follows:

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

Course Requirements:

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

Course Schedule:

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 & 543 Problem 5-56(Parts1,2,3)
8	**MID TERM EXAM**	
9	Relevant Information & Decision making: Operational Decisions	**Chapter 6** Exercise 6-32, 6-33, 6-36, 6-37 Problem 6-47
10	Relevant Information & Decision making: Operational Decisions	
11	Introduction to Budgeting & Preparing the Master Budget	**Chapter 7** Exercise 7-30, 7-31, 7-33, 7-35 Problem 7-36
12	Introduction to Budgeting & Preparing the Master Budget ***In class quiz 2***	
13	Flexible Budgets & Variance Analysis	**Chapter 8** 8-B2 Exercise *8-26, 8-30, 832*
14	Flexible Budgets & Variance Analysis	
15	Accounting for overhead costs	**Chapter 13** Exercise 13-45 Problem 13-58, 13-59
16	**Final Exams**	

Master Syllabus
School of Arts and Sciences Master Syllabi

Managing Technology and Innovation

Course
COMP 311
Semester
Spring

Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Collins Charles

Course Director Name: NA

Course Lecturer(s) Contact Information: Ccharles3@sgu.edu

Course Director Contact Information: NA.

Course Lecturer(s) Office Hours: By appointment only

Course Director Office Hours: NA

Course Lecturer(s) Office Location: Online Zoom

Course Director Office Location: NA.

Course Support: NA

Course Management tool: To 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.

(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**
- **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**

Master Syllabus
School of Arts and Sciences Master Syllabi

Math for Physical Sciences

Course
MATH 131
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr Winthrop Wiltshire

Course Director Name: Dr Winthrop Wiltshire

Course Lecturer(s) Contact Information: 1 473 444 4175 EXT. 3820

Course Director Contact Information: Same as above

Course Lecturer(s) Office Hours: Mondays 11.30 am - 12.30 pm and 2 pm - 4 pm, Tuesdays 11.30 am -12.30 pm, Wednesdays 10 am -12pm and 1.30 pm – 2.30 pm, Thursdays, 11.30 am – 12.30 am

Course Director Office Hours: Same as above

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

Course Director Office Location: Same as above

Course Support: Anna Neckles -Thomas email: 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 provides biology majors and pre-med students with the mathematical tools to able them to cope with the basic mathematical concepts encountered in their physics and chemistry courses. The course explores topics such as: Exponents, Logarithms, Scientific notation, Measurement and Dimensional Analysis, Significant Figures, Ratios and Proportions, Algebraic Expressions, Linear and Simultaneous Equations and their graphical representations, Changing the subject of the formula, Quadratic Equations, Geometry of triangles, circles and other geometric figures, Basic Trigonometry, Vectors and Scalars, Introduction to Statistics.

Course Objectives:

Students with ability to:

1.0 Demonstrate knowledge of the rules governing exponents;

2.0 Convert a logarithm to an exponent and an exponent to a logarithm

3.0 Apply knowledge of logarithms and exponents to solve pH problems in chemistry;

4.0 Convert one unit of measurement to another;

5.0 Demonstrate proper use of significant figures;

6.0 Make calculations involving ratios and proportions;

7.0 Balance chemical equations based on understanding of ratios and proportions;

8.0 Simplify algebraic expressions;

9.0 Solve linear and simultaneous equations;

10.0 Factorize quadratic expressions and solve quadratic equations;

11.0 Change the subject of an algebraic formula;

12.0 Perform calculations in geometry;

13.0 Solve problems in trigonometry involving sine, cosine and tangent;

14.0 Distinguish between vectors and scalars and perform calculations involving vectors;

15.0 Determine the mean, medium, mode and standard deviation in any data set.

Student Learning Outcomes:

Students expected to be able to:

1.0 Demonstrate knowledge of the rules governing Exponents: The Product rule, the Quotient rule, the Power rule, the Negative Exponent rule and the Zero Exponent rule;

2.0 Covert an exponent to a logarithm, and a logarithm to an exponent;

3.0 Demonstrate ability to use knowledge of exponents and logarithms to solve pH problems in chemistry;

4.0 Convert one unit of measurement to another using dimensional analysis;

5.0 Demonstrate proper use of significant figures in relation to measured quantities;

6.0 Make calculations involving ratios and proportions;

7.0 Use knowledge of ratios and proportions to make quantitative deductions from balanced chemical equations;

8.0 Simplify algebraic expressions;

9.0 Solve linear and simultaneous equations;

10.0 Factorize quadratic expressions and solve quadratic equations;

11.0 Change the subject of any given formula;

12.0 Perform calculations in Geometry involving circles, triangles and other geometric figures;

13.0 Solve trigonometric problems involving sine, cosine and tangent;

14.0 Differentiate vectors from scalars and perform calculations involving vectors;

15.0 Determine mean, median, mode and standard deviation of any data set.

Program Outcomes Met By This Course:

BIOL 6: Demonstrate problem solving and critical thinking skills

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Thinking Mathematically by Robert Blitzer

Supplementary Readings/Resources: Khan Academy.com and similar internet sources

Course Grading Requirement:

Five quizzes worth 25 per cent of the course grade, a midterm exam worth 35 percent of the course grade, and a final exam worth 40 percent of the course grade. Course Requirements:

N/A

Course Schedule:

Week 1	Jan 18	Introduction to Math 131. Units of Measurement, Significant Figures,
	Jan 20	Conversion of Units, Dimensional Analysis
Week 2	Jan 25 Jan 28	Measurement (continued) Exponents and Logarithms
Week 3	Feb 1	Exponents and Logarithms
	Feb 3	Exponents and Logarithms[continued]
Week 4	Feb 8	Quiz 1.
	Feb 10	Ratios and Proportions
Week 5	Feb 15 Feb 17	Algebraic Expressions, Linear and Simultaneous Algebraic Equations
Week 6	Feb 22 Feb 23	Changing the subject of the formula
Week 7	Mar 1 Mar 3	Quiz 2. Revision for Midterm Exams

Week 8	Mar 7 - 11	MIDTERM EXAM
Week 9	Mar 15 Mar 17	Quadratic Equations
Week 10	Mar 22 Mar 24	Geometry
Week 11	Mar.29	Quiz 3
	Mar 31	Trigonometry
Week 12	Apr 5 Apr 7	Trigonometry (continued)
Week 13	Apr 12 Apr 14	Quiz 4 Vectors
Week 14	Apr 19 Apr 21	Introduction to Statistics
Week 15	Apr 26 Apr 28	Quiz 5 Revision for Final Exam
Week 16	May 2 – 6	FINAL EXAMS

Master Syllabus
School of Arts and Sciences Master Syllabi

Mathematics for IT

Course
MATH 203
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Tatiana Myllari

Course Director Name: N/A

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

Course Director Contact Information N/A

Course Lecturer(s) Office Hours: TBA

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D (Leeward Hall), 2nd floor

Course Director Office Location: N/A

Course Support: TBA, 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 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:

Topics include:

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 students should 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 = 64.4% 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:

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:

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 algoristhm.	Assignment 4
16	Final Exam	

Master Syllabus
School of Arts and Sciences Master Syllabi

Mental Health Nursing with Practicum

Course
NURS 220
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information

Course Lecturer Name(s): Cassandra Godzik, PhD, APRN, PMHNP-BC, CNE

Course Director Name: Jennifer Solomon, PhD, RN

Course Lecturer(s) Contact Information: cassandra.godzik@regiscollege.edu; +1-802-5583439

Course Director Contact Information: jsolomon@sgu.edu ext. 3758

Course Lecturer(s) Office Hours: Wednesday 6 PM - 7 PM AST; and as needed by appointment

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Virtual via Zoom Room - See SAKAI **Course Director Office Location:** Virtual via Zoom Room - See SAKAI

Course Support: Cecilia George-McSween, cgeorge@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 focuses on the basic psychopathology of mental disorders and the theories and principles underlying nursing care of patients with alterations in mental health status. An historical perspective on the diagnosis and treatment of mental disorders, including a discussion of the predominant theoretical frameworks for treatment will be presented. The major psychiatric diagnoses will be defined, described, and discussed in terms of their etiology, clinical manifestations, and approaches to treatment. Psychiatric nursing as a specialty area of practice and the application of psychiatric principles across clinical populations will be emphasized. Health promotion, crisis intervention, and family and community concepts related to mental illness will be addressed. Contemporary concerns will be presented related to the impact of mental illness on family stress and burden, substance abuse, and family violence. Personal, family, societal, political, legal, and ethical considerations pertaining to mental illness will be explored. Examples of evidence-based practice will be utilized throughout. The practicum will allow students the opportunity to observe and under supervision experience the work of the psychiatric nurse within the hospital and community.

Course Objectives:

1. Demonstrate the basic concepts of psychiatric-mental health nursing in the community and hospital setting.
2. Discuss culture and spirituality as they pertain to psychiatric-mental health nursing.
3. Discuss the role of the psychiatric-mental health nurse.
4. Implement appropriate and safe care directed toward various client populations in the mental health care setting.
5. Identify the major psychiatric diagnoses and approaches to treatments.

Student Learning Outcomes:

1. Evaluate the theoretical bases for nursing as they support organizations in achievement of adaptation and culturally competent care for mental health care delivery (Course Objective 5).
2. Synthesize evidence from research and theory to enhance delivery of quality mental health care (Course Objectives 1, 2, 3).
3. Evaluate ethical, legal, and professional standards of practice (Course Objectives 4 and 5).
4. Evaluate the leadership and management roles of the registered nurse in creating a quality mental health care delivery system (Course Objectives 1, 2, 3).

5. Evaluate the dynamic forces and issues influencing mental health care delivery to initiate interdisciplinary and multidisciplinary change that affects the quality of mental health systems (Course Objective 5).

Program Outcomes Met By This Course:

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

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

NPO -3 Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO – 6 Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO – 7 Utilizes critical thinking skills and professional judgment to inform decisionmaking in the delivery of health care. (Clinical decision making and intervention) NPO – 8 Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Morgan, K. & Townsend, M. (2021). Psychiatric mental health nursing. (10th ed.). Philadelphia: F.A. Davis. ISBN-13: 978-0-8036-9967-0

Purchase online electronic textbook, or hard copy. Library has limited copies available.

Supplementary Readings/Resources:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.

Course Grading Requirement:

Exams (x2) – mid-term and final via Exam Soft: 80%. Each exam has 75 questions.

Quizzes (x5) – 15%. Each quiz has 10 questions.

Self-Reflection Submissions (a few times throughout the semester, during class) – 5%

Total Grade = 100%

Course Requirements:

Attend all live courses (virtual and in-person as specified in the course schedule) and actively engage in live course discussion as well as the online classroom activities.

Course Schedule:

Date(s)	**Classroom Times (*Recorded, Live Virtual or In -Person*)**	**Topic(s)**	**Classroom Activities *(Recorded, Live Virtual or InPerson)***	**Learning Materials (Read PRIOR to the scheduled class)**	**Homework Assignment(s)**
Week 1 01/17/2022 01/21/2022	Dr. Godzik via Zoom	The Concept of Stress Adaptation (Ch. 1) Mental Health and Mental Illness: Historical and Theoretical Concepts (Ch. 2) Ethical and Legal Issues (Ch. 5)	Lectures on Chapters: 1, 2, 5	Textbook Readings: 1, 2, 5	**Readings**
Week 2 01/24/2022 01/28/2022	Dr. Godzik via Zoom	The Nursing Process in Psychiatric-Mental Health Nursing (Ch. 8) Psychopharmacology (Ch. 4)	Lectures on Chapter: 4, 8	Textbook Readings: 4, 8	**Readings**
Week 3 01/31/2022 02/04/2022	Recorded Lectures	Relationship Development (Ch. 6) Therapeutic Groups (Ch. 9)	Lectures on Chapters: 6, 9 Videos: Therapy Sessions	Textbook Readings: 6, 9	**Readings** **Quiz 1 Due**
Week 4 02/07/2022 02/11/2022	Recorded Lectures	Intervention with Families (Ch. 10) Crisis Intervention (Ch. 12) Promoting Self-Esteem (Ch. 14)	Lectures on Chapters: 10, 12, 14	Textbook Readings: 10, 12, 14	**Readings**

Week 5 02/14/2022 02/18/2022	Dr. Godzik via Zoom	Cognitive Behavior Therapy (Ch. 18) The Recovery Model (Ch. 20) The Psychiatric-Mental Health Client in Nonpsychiatric Settings (Ch. 21)	Lectures on Chapters: 18, 20, 21	Textbook Readings: 18, 20, 21	**Readings**
Week 6 02/21/2022 02/25/2022	Dr. Godzik via Zoom	Suicide Prevention (Ch. 16) Electroconvulsive Therapy (Ch. 19) *Transcranial Magnetic Stimulation, Ketamine Therapy, Psychedelic Treatments, DNS, and VNS* – not in textbook Relaxation Therapy (Ch. 41)	Activity: David Weene from McLean Hospital (guest lecturer) Lectures on Chapters: 16, 19, 41	Textbook Readings: 16, 19, 41	**Readings** **Quiz 2 Due**
Week 7 02/28/2022 03/04/2022	Dr. Godzik via Zoom	Schizophrenia Spectrum & Other Psychotic Disorders (Ch. 24) Bipolar and Related Disorders (Ch. 26) Mid-Term Exam Review	Lectures on Chapters: 24, 26 Videos: Ted Talk (Elyn Saks)	Textbook Readings: 24, 26	**Readings**
Week 8 03/07/2022 03/11/2022	Dr. Godzik via Zoom	Depressive Disorders (Ch. 25) Anxiety, Obsessive-Compulsive, and Related Disorders (Ch. 27)	Lectures on Chapters: 25, 27	Textbook Readings: 25, 27 Videos: Eating Disorder Film	**Mid-Term Exam** **1 via Exam Soft covers materials through Week** 7

Week 9 03/14/2022 03/18/2022	Dr. Godzik Live, InPerson in Grenada	Trauma- and Stressor-Related Disorders (Ch. 28) Eating Disorders (Ch. 30)	Lectures on Chapter: 28, 30 Videos: Eating Disorders Film Activity: Tour at Mount Gay Psychiatric Hospital and Nurse Lecture *(time and date to be determined)*	Textbook Reading: 28, 30	**Quiz 3 Due**

Week 10 03/21/2022 03/25/2022	Dr. Godzik Live, InPerson in Grenada	Somatic Symptom and Dissociative Disorders (Ch. 29) Personality Disorders (Ch. 31)	Lectures on Chapter: 29, 31 Videos: “Girl, Interrupted” – Personality Disorders	Textbook Readings: 29, 31	**Readings**
Week 11 03/28/2022 04/01/2022	Dr. Godzik via Zoom	The Aging Individual (Ch. 33) Survivors of Abuse or Neglect (Ch. 34) The Bereaved Individual (Ch. 36)	Lectures on Chapter: 33, 34, 36	Textbook Readings: 33, 34, 36	**Readings**

Week 12 04/04/2022 04/08/2022	Dr. Godzik via Zoom	Children and Adolescents (Ch. 32) Military Families (Ch. 37)	Lectures on Chapters: 32, 37	Textbook Readings: 32, 37	**Readings** **Quiz 4 Due**
Week 13 04/11/2022 04/15/2022	Dr. Godzik via Zoom	Issues Related to Human Sexuality and Gender Dysphoria (Ch. 42)	Lectures on Chapters: 42	Textbook Readings: 42	**Readings**
Week 14 04/18/2022 04/22/2022	Dr. Godzik via Zoom	Cultural and Spiritual Concepts Relevant to Psychiatric-Mental Health Nursing (Ch. 39) Complementary and Psychosocial Therapies (Ch. 40)	Lectures on Chapters: 39, 40	Textbook Readings: 39, 40	**Readings**

Week 15 04/25/2022 04/29/2022	Dr. Godzik via Zoom	Forensic Nursing (Ch. 43) Wrap-up (catch up) on prior lectures Final Exams Review	Lectures on Chapters: 43	Textbook Readings: 43	**Readings** **Quiz 5 Due**
Week 16 05/02/2022 05/06/2022	Dr. Godzik via Zoom	Finals Week			Final Exam 2 in Exam Soft. Covers content wince Term (Week 8 through Week 16). Final Course & Faculty Evaluations

Master Syllabus
School of Arts and Sciences Master Syllabi

Microbiology

Course
BIOL 401
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director Name: Ms. Karla Farmer-Diaz, MSc.

Course Director Contact Information: kfarmer1@sgu.edu

Course Director Office Hours: TBA

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

Course contact: BIOL401@sgu.edu

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

Williams , Dr. Hisham Elnosh, Dr. Sonia Cheetham

Laboratory Demonstrator Name(s): MS. Makeda Matthew-Bernard

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

Course Information
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: • Introduction to Microbiology and Prokaryotes • Microbial genetics • Introduction to Eukaryotic Microorganisms • Introduction to Viruses	3
Exam 1	1
MODULE 2: • Bacterial nutrition and metabolism • Bacterial growth and replication • Strategies for Control of Microbial Growth • Antimicrobial therapy	3
Exam 2	1
MODULE 3: • Relationships with microorganisms • Relationships with microorganisms continued. • Introduction to Immunology • Introduction to Immunology continued	3
Exam 3	1
MODULE 4: • Ecology and environmental reservoirs for microorganisms • Food microbiology and food safety	3

• Epidemiology and Public health	
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
    1. the environment and
    2. 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/nonliving.
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, VETERINARY MEDICINE	CHARTER	FOUNDATION,	FOUNDATION	TO
BIOL401@sgu.edu sajoseph@sgu.edu				

Faculty and staff are not obligated to respond to emails sent after 4:00pm AST on a Friday.

CONTENT RELATED QUESTIONS

For all content-related questions, the most efficient way of interacting with your peers and faculty is by using the Discussion Form in Sakai, the learning management system. Students can find a more detailed description of the Discussion Forum in the student support section below course Leadership Team.

TEACHING FACULTY IN THE DEPARTMENT OF MICROBIOLOGY- SCHOOL OF MEDICINE

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

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

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

SUPPORT STAFF

SGU SOM, Grenada	Email Address
Ms. Sherry Ann Joseph,	sajoseph@sgu.edu
Mrs. Beulah Douglas-Paterson	
Mr. Brent Nelson	

COURSE MATERIAL

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

COURSE WEBSITE

The 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 (Carenage), type in your user ID and password, and click on MyCourses.

ELECTRONIC RESOURCES

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

TEXTBOOKS

Text:

Text: Brock, 16th Edition, Brock Biology of Microorganisms. Madigan, Martinko, Dunlap & Clark (Eds).

Older editions of the textbook may also be used but be aware that the in-text references that might be given which refer to specific sections in the book will not correspond (references given will be for the current Edition). Since the field of microbiology changes very rapidly, you should use a textbook that is as recent as possible: it should be no older than 4 years from the current date.

Supplementary Readings/Resources Supplementary Readings/Resources: Lecture notes and lectures posted on Sakai.

Content outline with the listed learning objectives will accompany each lecture so you know the major topics to focus your learning on. These will be posted on MyCourses.

Slides PDF: the slides that the lecturer will be using will be available by noon the Friday prior.

Slides will be posted as a 1 slide per page PDF, to allow space for note taking.

You are responsible for taking notes during lecture and for writing significantly expanded study notes afterwards using the textbook.

THE SLIDES ON THEIR OWN ARE NOT SUFFICIENT FOR YOU TO LEARN FROM AND ARE A FRAMEWORK FOR YOU TO USE TO HELP YOU TO MAKE MORE EXTENSIVE NOTES.

Additional Resources: as per the Resources section of the MyCourses site.

REQUIRED ELECTRONIC EQUIPMENT

Laptop

Students need a personal laptop as specified by SGU Examination Services. It is the responsibility of each student to ensure his/her laptop is in full working condition, as specified by Examination Services, and always keep it up to date with all of the relevant software and equipped for the SGU wireless network.

Clicker

An Audience Response System (clicker) is used to assess student participation and performance in instructional sessions. Its use reflects the participation and performance of the student to whom the device is registered. Misrepresentation of participation and/or performance through the misuse of clickers constitutes academic dishonesty and may result in the dismissal of any student committing such a violation of the Student Code of Conduct.

Throughout the term, a student may use only a single clicker, which has been registered to their name. Clicker devices are not to be shared with any another student, temporarily re-registered under a different name, or used on behalf of any other student. Each student is responsible for the registration of their individual clicker and is further responsible to keep it in full working condition at all times during the course. Any problems with the device should be reported to the Course Director on the day the problem occurs, and adequate steps should be taken to resolve the issue, e.g. battery replacement, or repair or replacement of device.

Students are required to bring their clicker, or a mobile device that can be used as such, to every scheduled teaching session.

Distance Learning (online) Response

At the start of each live session, the student will be provided with a session ID as well as session password to provide online or mobile responses during that live session.

Components of the Course

Final Grade

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

LECTURES

Lectures are an essential component of the BIOL 401 course. They are designed to provide students with an outline of what they are expected to know, to prioritize important aspects of course content, to clarify complex material, and to make relevant connections to clinical contexts.

The posted lecture slides may not be comprehensive and do not replace the need to read textbooks or other relevant materials. It is an important learning exercise for students to read textbooks and glean important information related to course objectives. Lecture slides are not intended to be used in isolation, but rather as a complement to the lecturer's narrative.

Some of the learning objectives may not be covered in the lectures because the lecture time is utilized for emphasizing the more difficult/complicated aspects. Some of the learning objectives may be covered using alternative lecture methods such as small group sessions or as directed learning activities**.** The exam questions will be based on the learning objectives, even if some of them were not discussed in the lectures.

Each lecture contains a formative assessment, **usually in the format of at least 2 clicker questions of which the first and last questions must be answered.** Students must submit a minimum number of these formative lecture assessments to pass the course. The minimum number of submissions for this course component is listed in the tables below.

COURSE LECTURE SCHEDULE

Week #	**Live: Tuesday (10:00 am AST/ 7:00 pm AST)**	**Topic**	**Lecturer**
Week 1	18th Jan	Overview of Microbiology and history/ Introduction to prokaryotes	Ms. Karla Farmer-Diaz
Week 2	25th Jan	Microbial genetics overview (prokaryotes)	Ms. Karla Farmer-Diaz
Week 3	1st Feb	Introduction to Eukaryotic microorganisms/ Virology	Dr. Sonia Cheetham
		Exam 1-Week 4	
Week 5	15th Feb	Bacterial nutrition and metabolism	Dr. Jane Harrington

Week 6	22nd Feb	Bacterial Growth and replication	Dr. Jane Harrington
Week 7	1st March	Strategies for Control of Microbial Growth	Dr. Jane Harrington
		7th-11th March Exam 2 (Midterm) **Week 8**	
Week 9	15th March	Relationships with microorganism 1/ microbiome	Dr. Malcolm Antoine Jr.
Week 10	22nd March	Relationships with microorganism 2	Dr. Ziza Phillip
Week 11	29th March	Introduction to Immunology	Dr. Hisham Elnosh
		Exam 3-Week 12	
Week 13	12th April	Microbial ecology/ Reservoirs for microorganisms	Ms. Karla Farmer-Diaz
Week 14	19th April	Food microbiology	Dr. Sue Ann Williams
Week 15	26th April	Epidemiology and Public Health	Ms. Karla Farmer-Diaz
		Exam 4-Week 16	

DIRECTED LEARNING ACTIVITIES (DLA)

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

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

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

ONLINE COURSE MATERIAL

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

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

LABORATORY SESSIONS

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

The breakdown of the laboratory grade in listed below.

LAB	**Points**
Laboratory online quizzes based upon weekly pre-laboratory completion requirement (DLAs, PowerPoint lectures, PDF handouts, Panopto videos, Research papers). 5 weekly quizzes worth 10 points · Lowest scoring 1 out of 4 is dropped – 40 points total 1 cumulative quiz – 15 points	55
Online identification and write-up of bacterial unknown	25
Total:	**80**

		Laboratory schedule - BIOL 401- S2022
Lab #	**Date**	**Experiments**
1	24th Jan	Experiment 1: Aseptic Transfer of Sterile Liquid Media Experiment 2: Inoculation of Broth Cultures Experiment 3: Streak Inoculation of Agar Plates Experiment 4 :Care and Use of The Microscope Experiment 5: Microscopic Observation of Bacteria
2	31st Jan	**Online Quiz 1 Due at 12:00** Experiment 6: Gram Stain: Step 1-Preparing A Bacterial Smear Experiment 7: Gram Stain: Step 2- Gram Staining Experiment 8: Visualization Of Motility
		(Exam 1) EXAM WEEK
3	14th Feb	**Online Quiz 2 Due at 12:00** Experiment. 9: Characterization and Identification of Selected GramNegative Bacilli and Their Use in Identification Experiment. 10: API 20E Test
4	21st Feb	**Online Quiz 3 Due at 12:00** Experiment. 11: Effectiveness of Selected Antiseptics and Disinfectants Experiment. 12: Effectiveness of Selected Antibiotics Against Selected Bacteria
5	28th Feb	**Online Quiz 4 Due at 12:00** Experiment 13: Epidemiology: Patient zero Experiment 14: Microorganisms are Ubiquitous in the environment Gram Stain Practice
		7th-11th March Midterm Exam Week
6	14th March	**Online quiz 5 Due at 12:00** Experiment. 15: Identification of Medically Important Gram-Positive Cocci: Staphylococci and Streptococci
7	21st March	**Online Quiz 6 Due at 12:00 (Cummulative)** Unknown lab #1
8	28th March	**Unknown lab 2**
		(Exam 3) EXAM WEEK
	22nd April	**Unknown lab report due**

WRITE-UP BASED ON IDENTIFICATION OF A BACTERIAL UNKNOWN (25 points)

Students will work to identify a bacterial unknown and will write-up and submit a written report via MyCourses. Further details and deadlines will be available on Sakai closer to the submission deadline for this assignment.

DIRECTED SELF STUDY / GROUP STUDY

Apart from studying independently, students are encouraged to form their own study groups of 3 to 5 active members. These groups should meet about 1 to 2 times a week to discuss difficult course concepts. Active participation in these small group discussions is essential to students' successful understanding, application, and mastery of course material.

WEEKLY EXAMSOFT PRACTICE QUIZZES

Weekly quizzes will be provided via the Course management system. These quizzes are graded and contribute to your overall assessment points. Feedback will be provided to assist in your overall comprehension of that weekly topic.

COURSE AND INSTRUCTOR CRITIQUE

Students are expected to attend all classes and other related academic activities as defined for each course by the course director. One such academic activity is participation in the St. George's University (SGU) Course and Instructor Critique Program.

Student Participation in the Evaluation Process is Mandatory

When requested, students enrolled in a course are expected to complete all required faculty and course evaluations. Failure to complete all required course and instructor critiques will mean that students did not fulfill all course requirements. The critiques coordinator will notify students when evaluation periods have begun and send periodic reminders to ensure that critiques are submitted within the allotted time frame.

The Importance of Evaluation

Evaluation is a necessary component of any course. Just as students anticipate a fair and accurate evaluation of their performance and achievement in a course, SGU requires that faculty and course evaluations be completed each term. Continual evaluation and assessment of faculty ensures that the instructional program not only remains consistent, but also improves to meet the needs and expectations of students.

COURSE ASSESSMENTS

Course assessments may be summative (counting towards points in the gradebook), formative (giving valuable feedback to students to optimize their learning strategies), or both.

Summative assessments include written (electronic) examinations, practical examinations and the assessment of professionalism.

Formative assessments (exams and quizzes) are essential components of each scheduled course session. A minimum number of submissions of these formative assessments is required in order to pass the course.

MODULE EXAMS

Please be advised that **for all online proctored examinations, the published scores are preliminary at the time of publication**; they are retractable if a subsequent investigation demonstrates a failure to comply with examination regulations or proctoring requirements.

1. Each exam consists of 50 multiple choice questions that will cover ALL material from the previous block.
2. All questions are multiple-choice, single best answer. These questions can test factual recall, conceptual understanding, or application of knowledge.
3. Each exam will have a small percentage of questions that are structured around short, straightforward clinical vignettes (approximately 5-10 questions).
4. Exams 2- 4 will contain a **minimum of 5 and maximum of 10 questions** on cumulative material from the content covered in the previous modules.

Grades are based on percentage scores (see scoring and grading policy below).

ASSESSMENT POINTS

The total assessment points that can be earned in the course are listed below:

Assessment		Points
Lecture and DLA based:	Exam 1	50
	Exam 2	50
	Exam 3	50
	Exam 4	50
	Weekly quizzes	36
	Participation and attendance	4
		240
LABORATORY COMPONENT	Laboratory online quizzes based upon weekly prelaboratory completion requirement (DLAs, PowerPoint lectures, PDF handouts, Panopto videos, Research papers). 5 weekly quizzes worth 10 points Lowest scoring 1 out of 4 is dropped – 40 points total 1 cumulative quiz – 15 points	55
	Online identification and write-up of bacterial unknown	25
	Total:	**80**
Total assessment points		**320**

WRITTEN (ELECTRONIC) EXAMINATIONS

Written electronic examinations are in multiple-choice, single-best-answer format., following the guidelines of the National Board of Medical Examiners (NBME).

Question Format for main exams

The time allocation per question is 82 seconds.

Write-up based on identification of a bacterial unknown

Students will work to identify a bacterial unknown and will write-up and submit a written report via MyCourses. Further details and deadlines will be available on Sakai closer to the submission deadline for this assignment.

The students would have 3 submission attempts, with Turnitin feedback. The final uploaded document would be the report graded.

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.

Master Syllabus
School of Arts and Sciences Master Syllabi

Microeconomics

Course
ECON 201
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Gregory Renwick

Course Director Name: Gregory Renwick

Course Lecturer(s) Contact Information: grenwick@sgu.edu; ext. 3361

Course Director Contact Information: grenwick@sgu.edu; ext. 3361

Course Lecturer(s) Office Hours: By appointments only

Course Director Office Hours: Open & by appointment

Course Lecturer(s) Office Location: N/A

Course Director Office Location: Online

Course Support: Nikisha Thomas and Nichole Phillip, 439-2000 extn 3823

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

Course Curriculum Information
Course Description:

Economics is the study of how people and societies allocate resources among competing demands. This course offers an introductory treatment of the microeconomics theory which focuses on decision making at the level of the individual and the firm. The course will begin with the theory of the consumer, which explains the production decisions of firms to maximize profit and remain competitive in the market. The reason for market failure will also be examined. The government's intervention to correct market failure will be assessed with particular attention to its effectiveness and relevance.

Course Objectives:

1. The primary aim is to familiarize students with the basics of conventional economic theory and to lay the foundation for further study in economics.
2. To provide students with the basic tools that will allow them to better appreciate economic decision making and economic policy in the real world.
3. Introduce students to the economic way of thinking that will lead to and understanding of the role and importance of economics as a social science.

Student Learning Outcomes:

At the end of the course students should be able to:

1. Understand the role and importance of microeconomics.
2. Recall the basic terminology utilized in micro economics.
3. Apply basic economic concepts to real world economic situations.
4. Appreciate the various methods used by economists to analyze economic problems.
5. Begin the process of recognizing the merits and limitations of the economic way of reasoning.
6. Use a learned set of analytical and problem solving skills.

Program Outcomes Met By This Course:

PO.1 – Be able to apply microeconomic analysis to everyday problems in real world situations, to understand current events and evaluate specific policy proposals and to evaluate the role played by assumptions in arguments that reach different conclusions to a specific economic or social policy problem.

PO.2 – Be able to analyze problems and address problems in policy applications that impact society.

PO.3 – Students are expected to understand how to use empirical evidence and interpret statistical results to evaluate the validity of an economic argument.

PO.4 – Be able to communicate effectively in written, oral and graphical form about specific issues and to formulate well-organized written arguments that state assumptions and hypotheses supported by evidence.

PO.5 – Students are expected to develop critical and quantitative thinking skills specific to microeconomic and related social issues

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B= 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Campbell, R. McConnell & Stanley L. Brue “Microeconomics: Principles. Problems &

Policies” McGraw Hill, Inc.

Miller, R, 'Economics Today- The Micro View' Pearson Inc.

Supplementary Readings/Resources: "The Economist"

"Eastern Caribbean Central Bank economic & financial review. "CANA Business: The financial magazine of the Caribbean community"

Course Grading Requirement:

Attendance & Participation online	10%
Assignments	20%
Midterm Exam	35%
Final Exam	35%

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 shortrun

1. Profit and costs.
2. Choices available to the firm.
3. Production function in the short-run.
4. Cost variation in the short-run.

Week 7: Production and cost in the long-run

1. Profit maximization and cost minimization
2. The principal of substitution.
3. Long-run cost curves.
4. Technological change.

Week 8: Mid-Term Exam

Week 9: Perfect Competition

1. Competitive market structure and firm's behaviour
2. The theory of perfect competition
3. Short-run decisions under perfect competition
4. Long-run decisions under perfect competition

Week 10: Imperfectly Competitive Markets

1. **Short-run monopoly cost and revenue.**
2. **Short-run monopoly profit maximisation**
3. **Long-run monopolistic equilibrium.**
4. **Cartels as monopolies**
5. **Price discrimination in monopoly**

Week 11: Imperfectly Competitive Markets continued

1. **Monopolistic competition**
2. **Oligopoly**

Week 12: Market Failure and Government's intervention

1. **Causes and symptoms of market failure**
2. **Rationale for government intervention.**
3. **Government intervention.**

Week 13/14: Resource markets

1. **Land**
2. **Labour**
3. **Capital**

Week 15: Course Review

Week 16: Final Exam

Master Syllabus
School of Arts and Sciences Master Syllabi

Music Appreciation

Course
MUSI 102
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. Regan Mendes

Course Director Name: Ms. Regan Mendes

Course Lecturer(s) Contact Information: menreg1@sgu.edu

Course Director Contact Information: menreg1@sgu.edu

Course Lecturer(s) Office Hours: by appointment

Course Director Office Hours: by appointment

Course Lecturer(s) Office Location: Ballsier, Building G

Course Director Office Location: Ballsier, Building G

Course Support: Ms. Nichole Phillip, nphilli2@sgu.edu, ext. 3823

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

Course Curriculum Information
Course Description:

This course is a Musical Journey through the Ages, contrasting the instrumentation and styles of the various periods- Middle Ages, Baroque, to the present. It will provide listening to and analysis of the elements of music- Pitch, melody- harmony, rhythm, tone color, form.

Course Objectives:

The goals are for the student to obtain knowledge of the basic elements of music:

1. To increase the variety and depth of the student's exposure to music.
2. To enhance better understanding of music.
3. To increase the enjoyment of music as an art by teaching students what to listen for, and thus appreciate different types of music.

Student Learning Outcomes:

1. Acquire a knowledge of basic musical notation.
2. Recognize sound production on various types of instruments and voices.
3. Develop an awareness of differences in harmony, - major, minor, chromaticism etc.
4. Identify different musical forms - binary, ternary, rondo, sonatas, symphonies, concertos, ballets, operas etc.
5. Identify and appreciate the music of all cultures and historical periods.
6. Compare and analyze the common features of all music.

Program Outcomes Met By This Course:

Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: https://nemcc.instructure.com/courses/236990/files/20168740/download?wrap=1

Supplementary Readings/Resources: Refer to Resources on Sakai

Optional Text: Classical Music- A New Way of Listening by Alexander Waugh (includes a CD) ISBN 0-02-860446-6 (optional)

Course Grading Requirement:

- Attendance and Participation: 10%
- Quizzes /Discussion questions: 20%
- Assignment (Steelpan Music): 10%
- Group Project/Presentation: 5%
- Mid Term Exam: 25%
- Final Concert Report: 30%
- **Total: 100%**

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).

Quizzes/Discussion Questions (20%): This will alternate between in-class quizzes and discussion questions. 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.

Assignments (10%): Students will complete written assignments on Steel Pan music. This will require a listening segment. Historical, cultural and social implications will be discussed.

Group Project/Presentation (5%): 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.

Final Concert Report (30%): Students must choose a virtual concert to view and report on, following the specified 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.

Course Schedule:

Week 1 – 3 UNIT 1

Elements of music

Students will:

- Learn the definition of musical elements such as melody, pitch, rhythm, meter, texture, form, major vs. minor, and be able to correctly identify elements in a piece of music
- Learn the basics of reading music – notes on the staff/note types
- Identify the sound of instruments and be able to assign them to a family
- Identify different types of voice
- **Assessments:**
    - Discussion questions

Weeks 4 – 6 UNIT 2

Medieval, Renaissance and Baroque music

Students will learn about:

- The Middle Ages:
  - The evolution of written music notation and the influence of the Church o The development of polyphony. The shift away from sacred to secular music o Instrumental music o Key composers of the period – Guillaume de Machaut
- The Renaissance Era o Development of printed music
  - Growth in instrumental music o Key composers of the period – Giovanni Palestrina, Thomas Tallis, William Byrd, Thomas Morley
- The Baroque Era o Early, Middle and Late Baroque periods o Different types and styles of music
  - Ornamentation in music o New instruments
  - Beginnings of opera, oratorio, cantatas o Key composers – Bach, Handel, Scarlatti, Vivaldi
- **Assessments:**
  - Quizzes

Week 7 – 10 UNIT 3

Classicism to Romanticism

Students will learn about:

- The Classical Era o Movement away from polyphony to homophony o The Classical orchestra, styles, forms, keyboard o More importance given to instrumental music o Development of the symphony, concerto, sonata
  - Key composers – Haydn, Mozart, Beethoven
- **Assessments: Midterm exam – Aural and Written**
- The Romantic Era o Beethoven's transition from the Classical to the Romantic era o Early and late Romantic periods o Invention of new instruments
  - Development of the Symphonic Poem, the Programme Symphony, the German Lied o Age of the Virtuoso
  - Key composers – Liszt, Schumann, Verdi, Wagner, Tchaikovsky, Borodin, Chopin – best known composer of piano music, Strauss – King of the Waltz
- **Assessments:**
  - Quizzes/Group presentation

Week 11 – 14 UNIT 4

The 20th Century and Beyond

Students will learn about:

- The age of rebellion – the move away from popular music trends
- Popular music – jazz, country, rock
- Impressionism, atonalism, serialism, minimalism, etc.
- Use of synthesisers and computers.
- Key composers – Scott Joplin, Debussy, Ravel, Duke Ellington, Stravinsky, Bela Bartok, Arnold Schoenberg.
- **Assessments:**
  - Steelpan assignment
  - Final concert report

Master Syllabus
School of Arts and Sciences Master Syllabi

Natural History of Grenada

Course
BIOL 201
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: 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 led 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 explanations on how these organisms interact with other organisms and their environment. This course introduces students to the natural history of Grenada by lecture presentations, viewing specimens, 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. 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 = 64.4% 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.

Course Grading Requirement:

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

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

Course Requirements:

NA

Course Schedule:

	BIOL 201 Natural History of Grenada Spring 2022 Lecture Plan			
Week	**Lect**	**Day**	**Date**	**Lecture Topic**
Week 1	**1**	**Mon**	**17-Jan**	Course introduction
	2	**Wed**	**19-Jan**	Natural History overview (Grenada Geography)
Week 2	**3**	**Mon**	**24-Jan**	Geology, topography, soils (volcanic vs coral island)
	4	**Wed**	**26-Jan**	Climate, weather, seasonality
Week 3	**5**	**Mon**	**31-Jan**	Biogeography (how organisms got here?)
	6	**Wed**	**02-Feb**	Sum-up
Week 4	**7**	**Mon**	**07-Feb**	Holiday
	8	**Wed**	**09-Feb**	**Quiz (1)**
Week 5	**9**	**Mon**	**14-Feb**	Freshwater sources (rivers, springs, lakes etc)
	10	**Wed**	**16-Feb**	Major natural vegetation (forest to the coast)
Week 6	**11**	**Mon**	**21-Feb**	Terrestrial Wildlife in GND Pt 1: How Animals came here?
	12	**Wed**	**23-Feb**	Terrestrial Wildlife in GND Part 2: Ecoystems & Food webs
Week 7	**13**	**Mon**	**28-Feb**	Sum-up
	14	**Wed**	**02-Mar**	**Quiz 2**
Week 8				**Mid Term Week**
				Mid Term Week
Week 9	**15**	**Mon**	**14-Mar**	Coastal features (coastline, bays, beaches, etc)
	16	**Wed**	**16-Mar**	Coastal features (marine resources, fisheries)
Week 10	**17**	**Mon**	**21-Mar**	Intertidal Organisms (mollusc & Crustaceans)
	18	**Wed**	**23-Mar**	Marine reptiles (Turtles)
Week 11	**19**	**Mon**	**28-Mar**	**Quiz 3**
	20	**Wed**	**30-Mar**	Marine reptiles (Turtles)
Week 12	**21**	**Mon**	**04-Apr**	Sharks & Rays around Grenada
	22	**Wed**	**06-Apr**	Marine Mammals (Whales & Dolphins)
Week 13	**23**	**Mon**	**11-Apr**	Sum-up
	24	**Wed**	**13-Apr**	**Quiz 4**
Week 14	**25**	**Mon**	**18-Apr**	Holiday

	26	**Wed**	**20-Apr**	Marine Fishes
Week 15	**27**	**Mon**	**25-Apr**	Marine Fishes
	28	**Wed**	**27-Apr**	**Quiz 5**
Week 16				**Final Examination Week**
				Final Examination Week

Field Trip Dates

1. Terrestrial Features of Grenada: **Saturday 19 Feb 2022**: 10:00 am – 1:00 pm
2. Coastal & Intertidal Features of Grenada: **Saturday 26 Mar 2022**: 10:00 am – 1:00 pm

Master Syllabus
School of Arts and Sciences Master Syllabi

Network Technology

Course
COMP 200
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: TBA

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D (Leeward Hall), 2nd floor

Course Director Office Location: N/A

Course Support: Mary Celestine, mcelesti@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.
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 = 64.4% or less

Course Materials:

Text: **Guide to Networking Essential, Sixth Edition by Gregory Tomsho, Course Technology, 2011.**

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	Assignment
1	Network Overview and Concepts	
2	Network Hardware Essentials	Assignment 1
3	Network Topologies and Technologies	Assignment 2, Lab 1
4	Network Media	(In-class) Lab 2
5	Network Protocols	Assignment 3, (In-class) Lab 3
6	Network Reference Models and Standards	Assignment 4
7	Network Hardware in Depth	
8	Midterm Exams	
9	Network Operating Systems Fundamentals	Lab 4
10	Server Management and Administration	Lab 5
11	Introduction to Network Security	Assignment 5, Lab 6
12	Small-Business Networks	Assignment 6, lab 7
13	Wide Area Networks	Bonus Labs 1 and 2
14-15	Network Troubleshooting and Support	
16	Final Exam	

Master Syllabus
School of Arts and Sciences Master Syllabi

Nursing Childbearing Family with Lab
Course

NURS 305
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Salisha Phillip RN, BSN Course Director Name:

Course Lecturer(s) Contact Information: Sphill10@sgu.edu/ ext. 3021

Course Director Contact Information: Sphill10@sgu.edu

Course Lecturer(s) Office Hours: Mondays 10:00 AM – Noon; 2:00 PM -4:00PM

Course Director Office Hours: Mondays & Fridays 4:00-5:00 PM via Zoom

Course Lecturer(s) Office Location: Leeward Hall (downstairs)

Course Director Office Location: Leeward Hall (downstairs)

Course Support: Mrs Cecilia George McSween Cgeorge@sgu.edu, 3095, and Kandis Roberts, krobert3@sgu.edu, 3769

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

Course Curriculum Information
Course Description:

This course introduces nursing concepts related to women's health, pregnancy and care of the newborn. The unique needs of reproducing families will be explored. Building on the foundation of previous nursing courses and the nursing process, the student will explore nursing care for women with reproductive concerns as well as nursing care during preconception, perinatal, postpartum, and neonatal periods. Tasks of pregnancy, psychosocial adaptation, biological-behavioral concepts in obstetric nursing care within the context of social justice, cultural competence, and equity will be addressed. Learning experiences are provided in the university simulation laboratory, hospitals, clinics and community.

Course Objectives:

1. Describe historical ethical social and health care policy issues that impact the health care of the childbearing family.
2. Describe the anatomical and physiological changes in the woman and fetus during pregnancy labor delivery, postpartum and the baby up to 28 days.
3. Demonstrate using the nursing process and evidence-based techniques to assess and provide care during pregnancy, labor, delivery postpartum and the baby up to 28 days in the hospital and community setting.
4. Describe the professional role of the nurse in caring for the childbearing family including genetic screening and risk assessment.

Student Learning Outcomes:

At the end of the course the learners will be able to:

1. Integrate nursing and other scientific knowledge skills and attitudes to provide safe and effective care to the childbearing family.
2. Utilize the nursing process to deliver care during the ante-partum, intrapartum and postpartum periods to the mother and family.
3. Provide nursing care to the Childbearing Family within the ethical legal framework, and following established protocols and standards.
4. Collaborate with the interprofessional team to establish policies and programs to affect childbearing and rearing practices and population growth.

Upon completion of the clinical rotation, students will be able to:

1. Appropriately use the steps of the nursing process in the nursing care of antenatal, intrapartum, and postnatal clients.
2. Take Obstetric and Gynecological history
3. Offer basic prenatal care and genetic counseling under supervision
4. Identify non-invasive mechanisms for coping with minor discomforts of pregnancy.
5. Demonstrate adequate knowledge of management of minor discomforts of pregnancy.
6. Identify parenting behaviors that promote well-being of the infant.
7. Implement a teaching plan and offer health education and preventive care to pregnant women and their families on:
    1. Nutrition
    2. Exercises
    3. Basic Hygiene
    4. Breast Care
    5. Family planning
8. Measure and accurately document vital signs of both pregnant and non-pregnant women.
9. Accurately complete a urinalysis and report standard laboratory values for pregnant and non-pregnant women.
10. Conduct health assessment and abdominal palpation of the pregnant women.
11. Monitor women in uncomplicated labor.
12. Explain pharmacologic control of discomfort during childbirth
13. Render care to postnatal clients from immediate postpartum period to postnatal clinic.
14. Complete postpartum nursing assessment including vital signs, breasts, fundus, lochia and perineum.
15. Detect complication during puerperium and implement nursing management.
16. Provide preoperative and postoperative nursing care for a patient undergoing Cesarean section.
17. Explain breastfeeding techniques /methods that promote a positive breastfeeding experience.
18. Teach correct breastfeeding positions and bottle-feeding techniques.
19. Document appropriately and thoroughly all assessments and nursing care provided.
20. Assisting with Sitz-bath/episiotomy care.
21. Administration of Vaccine

Program Outcomes Met By This Course:

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

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

NPO 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO 6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO 7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: McKinney, S., James, S., Murray, S., Nelson, K., & Ashwill,J. (2018). Maternal Child Nursing 5th edition. St. Louis, Missouri: Sanders ISBN: 9780323401708

Supplementary Readings/Resources:

See SAKAI iHuman Patients by Kaplan

Course Grading Requirement:

Assignments Percentage of Grade	
Quizzes	**15**
Group Discussions	**20**
Individual Discussion	**10**
Written Assignment	**10**
Midterm Exam	**20**
Final Exam	**25**
	100

Course Requirements:

Students will be required to:

1. **be prepared for class by doing the necessary readings;**
2. **contribute thoughtful ideas to class discussions and engage in constructive debate;**
3. **conduct themselves in an appropriate manner, including being respectful of the opinions of others;**
4. **listen carefully to instructions and ask the instructor to clarify if you do not understand Course Schedule**:

NURS 305:Nursing Childbearing Family with Lab **Spring 2022 - Class Schedule**

Week #1	
Lecture 1	Foundations of Maternity, Women and Child Health Nursing
Lecture 2	The Nurses Role in Maternity Women's Health and Pediatric Nursing
Reading: Chapter 1	
Week #2	
Lecture 1	Infant Parent Mental Health
Lecture 2	Conception and Prenatal Development
Reading: Chapter 3 "Embryology" posted on Sakai	
Week #3	
Lecture 1	Nutrition for Childbearing Families
Lecture 2	Reproductive Anatomy and Physiology
Readings: Chapters 5, 13	
Week #4	
Lecture 1	Prenatal Care & Diagnostic
Lecture 2	The Childbearing Family with special needs
Assignment: What are the advantages and dis-advantages of hospital, birth centers, home care births (Individual paper).	
Week #5	
Lecture 1	Adaptions to pregnancy normal Prenatal Changes and Assessments Adolescents Pregnancy
Lecture 2	Concurrent Disorders during pregnancy and Pregnancy -related Complication
Reading: Chapter 20	
Assignment : Quiz 1 (Sakai)	
Week #6	
Lecture 1	Labor and Giving Birth
Lecture 2	Pain management for childbirth
R**eading : Chapter 15,16**	
Resources on Sakai: Non pharmacologic pain management of labor. Pharmacologic pain management of labor.	
Week #7	
Lecture 1	Nursing Management During Labor and Birth
Lecture 2	Intrapartum Fetal Surveillance
Readings: Chapters 23	
Week 8	**Midterms**
Week #9	
Lecture 1	Nursing Care During Obstetric Procedure
Lecture 2	The Woman With Intrapartum Complications
Week #10	
Lecture 1	Postpartum Adaptations
Lecture 2	Nursing Management
Assignment: Discussion Post 2: Describe dysfunctional labor including problems with Power. Passenger, passage and Psyche (Group assignment)	
Week #11	
Lecture 1	The Normal Newborn: Adaptions, Assessments and Nursing Care
Assignment : Quiz 2 (Sakai)	
Week #12	
Lecture 1	Breastfeeding
Lecture 2	Newborn Feeding
Week #13	
Lecture 1	The woman with a postpartum complication

Lecture 2	Health Promotion
Readings:chapters:12,21,25 **Assignment : Discussion Post 2: Describe early Post-Partum Hemorrhage, uterine atony and trauma, including predisposing factor and therapeutic management. (Group Assignment)**	
Week #14	
Lecture 1	The High Risk Newborn: Problems related to gestational Age and Development
Lecture 2	The High Risk: Newborn Acquired and Congenital Conditions
Assignment: Discussion Post 3: Explore factors that place a newborn at increased risk for Neonatal Complication (Individual) **Reading: Chapters:22,26,27**	
Week #15	
Lecture 1	Management of Fertility and infertility
Lecture 2	Review of Prenatal Assessment and Care review of postnatal Assessment and Care
Reading: Chapter 8	
Week 16	**Finals**

Master Syllabus
School of Arts and Sciences Master Syllabi

Nursing Practicum I

Course
NURS 216
Catalog
School of Arts and Sciences
Syllabus Section
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

Practicum Learning Outcomes
NPO 1: NPO-1 Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient cantered 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 (Health promotion and maintenance of wellness)

NPO 6: NPO-6 Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups.(Communication)

Course Schedule

Week 1	Practicum learning Objective	Practicum Skills	Preceptor Type	Student At Home Pre Clinical Prep	Clinical Units	Clinical focus	Student Learning Outcomes
Mon – DAY 1 **May 16th** **Day Shift (7a- 2:30pm)**	Introduction to Hospital policy & procedure	Clinical readiness/Orientation .	Primary Care	Read Student manual	MSW,MMW FSW, FMW	Orientation Welcome by Sister Martin Charles Director of Hospital Services	**Familiar with facility**
Tuesday – Day 2 **May 17th** **Day Shift (7a-2:30pm)**	Obtain a nursing History using a functional health pattern format Select appropriate techniques of inspection, palpation, percussion, and auscultation for physical examination oof patients Distinguish between comprehensive and focused types assessments	Head to Toe Assessment Vital signs	Primary Care	Review Head to Toe Assessment in Sher path Text	MSW,MMW FSW, FMW	Health assessment physical examination Identify Data required for assessment and documentation	**Psychomotor** **Nursing Practice (NPO 1)** **Integrates nursing and health care knowledge skills and attitudes to provide safe, ethical representing the patients' values and needs within the context of their families, communities and the health care delivery system.** **Student Learning outcome #2** **Implement Evidenced Based, safe, effective nursing** **Care for individuals with basic health issues**
Wed- Day 3 **Thurs- Day 4** **May 18th -May 19th** **Evening Shift (1p-6pm)**	Obtain a nursing History using a functional health pattern format Select appropriate techniques of inspection, palpation, percussion, and auscultation for physical examination oof patients Distinguish between comprehensive and focused types assessments	Head to Toe Assessment Vital Signs	Primary Care	Review Head to Toe Assessment In Sher path Text	MSW,MMW FSW, FMW	Health assessment physical examination	**Psychomotor** **Nursing Practice (NPO 1)** **Integrates nursing and health care knowledge skills and attitudes to provide safe, ethical representing the patients' values and needs within the context of their families, communities and the health care delivery system.** **Student Learning Outcome # 2** **Implement Evidenced Based, safe, effective nursing** **Care for individuals with basic health issues**

	Practicum learning Objective						
Friday – Day 5 **May 20th** **Day Shift (7a-2:30pm)**	Preceptors assess individual students skill level /Head to Toe Assessment /vital signs	Preceptor Revision and Review of clinical skills with students	Primary Care	Review individual clinical skills for need for remediation with preceptor	MSW,MMW FSW, FMW	Preceptors Evaluation of students retention of clinical skills-Head to Toe assessment and Vital signs /students receive feedback on performance students are advised areas that need further practice	**Affective** NPO 8 Professional Reflection and visioning **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)** **Student Learning Outcome # 2** **Implement Evidenced Based, safe, effective nursing** **Care for individuals with basic health issues**
Week II	**Clinical Objective**	**Practicum Skills**	Preceptor Type	**Student Pre-Clinical Prep assignment**	**Clinical Units**	**Clinical Focus**	
Mon- Day 6 **May 23rd** **Day Shift (7a-2:30pm)**	Understand the importance of health assessment information to patient care Understand the importance of a comprehensive and accurate database as a means from which a diagnosis, a plan, and interventions are derived	Obtain Health History from Patient or family / gather subjective data from patient or family	Primary Care	Review Subjective data collection /patient History taking, in your Sher Path Text	MSW,MMW FSW, FMW	History taking discuss plan of care with nursing Diagnosis /Differential Diagnosis.	**Cognitive** **Clinical decision Making and interventions** **Caring Interventions** **(NPO 4)** **Student Learning Outcome # 1**
Tuesday Day 7 **May 24th** **Day Shift (7a- 2:30 pm)**	Perform appropriate assessment on newly admitted patient analyze	Admission of new patient using facility admission form	Primary care	Review patient subjective and	MSW,MMW FSW, FMW	Assessment of patient's current health status	**Cognitive** **Clinical decision Making and intervention –(NPO 4)**

	patient's subjective and objective			objective data in Sher path text			**Student Learning Outcome # 1**
Wed- Day 8 **Thursday Day 9** **May 25th - May 26** **Evening Shift (1pm – 6pm)**	Accurate medication administration reduce medication error	Administer Oral Medication	Primary Care	Review assigned patient medications	MSW,MMW FSW, FMW	Clinical practice and procedure for safe medication administration	**Pharmacology** **Cognitive**
Friday May 27th – Day 10 **Day Shift 7am- 2:30pm**	Preceptors assess individual students skill level	Preceptor Revision and Review of clinical skills with students	Primary Care	Review individual clinical skills for need for remediation	MSW. MMW FSW, FMW	Preceptors Evaluation of students retention of clinical skills – patient History taking, New admission of patient. Oral medication administration students receive feedback on performance students are advised on areas that need further practice	**Affective** **Professional reflection and visioning** **(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** **Learning Outcomes # 1** **1.Demonstrate concepts and challenges regarding** **patient management, such as,** **pain management,** **medication administration and documentation.**
Week III	**Objective**	**Practicum Skills**	Preceptor Type	**Students Pre Clinical Prep Assignment**		**Clinical Focus**	
Mon- Day 11 **Tuesday- Day 12** **May 30th – May 31st** **Day Shift (7a- 2:30pm**	Patient comfort, decrease or eliminate for skin breakdown Apply Knowledge of the purpose and components of Pre-operative nursing assessment Prioritize Nursing Responsibilities Related to Day-of Surgery preparation for the surgical Patient	Bed bath making an occupied bed x 2 students Perioperative Care (pre-op)	Primary Care	Review Making an occupied bed Sher path and other scholarly literature	MSW. MMW FSW, FMW	Patient hygiene /Pathogen control	**Psychomotor** **NPO 1** **Nursing Practice**
Wed- Day 13 **Thursday- Day 14** **June 1st - June 2nd** **Evening Shift (1pm - 6pm)**	To protect the patient from immediate adverse effect of anesthesia To lift or transfer the patient easily into bed from stretcher Obtain significant subjective and objective assessment data related to Elimination to the gastrointestinal system from a patient	Making a surgical bed Assisting patient with Bedpan or urinal	Primary Care	Review Chapter Urinary and bowel Elimination and absorption Sher path	MSW. MMW FSW, FMW	Urinary and Bowel elimination	**NPO 1** **Nursing Practice**
Friday June 3rd - Day 15 **Day Shift (7a- 2:30pm**	Preceptors assess individual students skill level	Review and revision of skills	Primary Care	Review SOAPIER Documentation method for Monday June 6th		Preceptors Evaluation of students retention of clinical skills- SOAPIER Documentation Method	NPO 8 Professional Reflection and visioning **Student Learning Outcome # 2**

Week IV	Objective	Practicum Skills		Students Pre-Clinical Prep Assignment		Clinical Focus	
Mon- Day 16 **Tuesday – Day 17** **June 6th – 7th** **Day Shift (7a-2:30pm)**	Practice standardized note format for patient's medical record organize Holistic perspective of patient to facilitate the decision of specific nursing interventions	SOAPIER notes documentation Nursing diagnosis	Primary Care	Review SOAPIER Documentation Method in	MSW. MMW FSW, FMW	Focus on Student's ability to organize information in five (5) succinct categories.. Subjective, Objective , Assessment, Plan, Intervention, Evaluation	**NPO 6** **Communication**
Wed- Day 18 **Thursday- Day 19** **June 8th – 9th** **Evening Shift (1pm – 6pm)**	Aseptic technique	Setting up sterile dressing Trolly Sterile Dressing Change	Primary Care		MSW. MMW FSW, FMW		
Friday June 10th - Day 20 **Day Shift (7am – 2:30pm)**		Review and Revision of Skills	Primary Care	Students Pre Clinical Prep assignment		Expectation: Students review Clinical objectives before each clinical	**NPO 1** **Nursing Practice**

Phase II	Practicum II		Primary Care	Student Clinical Unit Rotation as needed			
Week I	**Objective**	**Practicum Skills**		Students Pre-Clinical Prep assignment		**Clinical Focus**	
Mon- Day 21 **Tuesday- Day 22** **June 13th – 14th** **Day Shift (7a- 2:30pm**	Review patient's status and plan of care – improve perception of nurse-Doctor teamwork	Assigned Patient care needs Round with MD Follow up care post MD rounding	Primary Care	Review patient care plan in NANDA as recommended In your Sher path Text	MSW. MMW FSW, FMW	Create plan of care Develop Nursing diagnosis	**NPO1** **Nursing Practice**
Wed- Day 23 **Thurs – Day 24** **June 15th – 16th** **Evening Shift (1pm - 6pm)**	Demonstrate safety in the administration of medication . Identify appropriate nursing actions /clinical judgement related to safe medication administration	PM medication Oral , IV Aseptic technique-Wound care	**Primary Care**		MSW. MMW FSW, FMW	Procedure for safe medication administration	**NPO 1** **Nursing Practice**
Friday June 17th - Day 25 **Day Shift (7a- 2:30pm)**	Preceptors assess individual students skill level	Review and Revision of skills	Primary Care		MSW. MMW FSW, FMW	Students review Clinical objectives	NPO 8 Professional Reflection and visioning **Student Learning Outcome # 2**
Week II	**Objectives**	**Practicum Skills**	Primary Care	Students pre-clinical Prep assignment	MSW. MMW FSW, FMW	Clinical Focus	

Mon- Day 26 **Tuesday – Day 27** **June 20th – 21st** **Day Shift (7a- 2:30pm**	Obtain significant subjective and objective assessment data related to the and Elimination bowel and bladder	Fluid balance IV fluids PO Fluids Intake and output chart	**Primary Care**	Review Elimination Intake and output in Sher path	MSW MMW FSW FMW		**Cognitive** **NPO 1** **Nursing Practice**
Wed- Day 28 **Thursday- Day 29** **June 22nd – 23rd** **Evening Shift (1pm - 6pm)**	**Monitor and assess patient for s/s of Post operative complication** **Maintain adequate body system functions** **Restore body hemostasis**	Introduction to Postoperative Care Receive Hand off report from OR nurse Using SBAR	**Primary Care**	Review care of Post operative of Patient. Review SBAR Hand off Method	MSW MMW FSW FMW	**Monitor patient for physiological balance**	**NPO 6** **Communication** **Health Promotion and wellness**
Friday June 24th - Day 30 **Day Shift (7a- 2:30pm)**	Preceptors assess individual students skill level	Review and Revision of Skills	**Primary Care**	Review Post op Care and Handoff Report	MSW MMW FSW FMW	Students review Clinical objectives	**Affective** **Professional reflection and visioning**
Week III	Objectives	Practicum Skills	**Primary Care**	Students Pre-Clinical Assignment	MSW MMW FSW FMW	Clinical Focus	
Mon-Tuesday **June 27th -28th** **Day Shift (7a- 2:30pm)**		Introduce antidiabetic medication Subcutaneous insulin administration	**Primary Care**	Review antidiabetic Medication administration Insulin in Sher path	MSW. MMW FSW, FMW	procedure for safe medication administration	**NPO 6** **Health Promotion** **And wellness**
Wed- Thursday **June 29th- 30th** **Evening Shift (1pm - 6pm)**	Process of Aseptic Technique Prevent transfer	Wound care	**Primary Care**		MSW MMW FSW FMW	Skin integrity	

	Asepsis and infection Prevention	Medication administration					
Friday July 1st **Day Shift (7a- 2:30pm**	Preceptors assess individual students skill level	Review and Revision of Skills	**Primary Care**	Review of clinical outcomes	MSW MMW FSW FMW	Students review Clinical objectives	**Affective** **NPO 8** **Professional reflection and visioning**
Week IV	Objectives	Practicum skills	**Primary Care**	**Students Pre-Clinical Assignment**	MSW. MMW FSW, FMW	Clinical focus	**Learning Outcomes**
Mon- Tuesday **July 4th – 5th** **Day Shift (7a-2:30pm**	Documentation of patient's medical record in a systematic sequential format	SOAPIER notes documentation in nursing progress /notes Nursing diagnosis	**Primary Care**	Review Soap notes documentation in a Scholarly Literature	MSW MMW FSW FMW	Students document on nursing progress notes into patients medical records using the Systematic acronym : SOAPIER	NPO 6 **Communication** **Health promotion and wellness**
Wed- Thurs- **July 7th -8th** **Evening Shift (1pm- 6pm)**	Select Nursing Intervention to manage potential problems during post operative period Prioritize nursing responsibilities related to maintaining patient safety and preventing post operative complications	Postoperative Care Receive Hand off report from OR nurse	**Primary Care**		MSW MMW FSW FMW		
Friday July 9th			**Primary Care**				
Day Shift	Preceptors assess individual students skill level						

Nursing Practicum II

Course

NURS 217

Catalog

School of Arts and Sciences

Syllabus Section

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

Practicum Learning Outcomes

NPO 1: NPO-1 Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient cantered 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 (Health promotion and maintenance of wellness)

NPO 6: NPO-6 Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups.(Communication)

Course Schedule

Week 1	Practicum learning Objective	Practicum Skills	Preceptor Type	Student At Home Pre Clinical Prep	Clinical Units	Clinical focus	Student Learning Outcomes
Mon – DAY 1 **May 16th** **Day Shift (7a- 2:30pm)**	Introduction to Hospital policy & procedure	Clinical readiness/Orientation .	Primary Care	Read Student manual	MSW,MMW FSW, FMW	Orientation Welcome by Sister Martin Charles Director of Hospital Services	**Familiar with facility**
Tuesday – Day 2 **May 17th** **Day Shift (7a-2:30pm)**	Obtain a nursing History using a functional health pattern format Select appropriate techniques of inspection, palpation, percussion, and auscultation for physical examination oof patients Distinguish between comprehensive and focused types assessments	Head to Toe Assessment Vital signs	Primary Care	Review Head to Toe Assessment in Sher path Text	MSW,MMW FSW, FMW	Health assessment physical examination Identify Data required for assessment and documentation	**Psychomotor** **Nursing Practice (NPO 1)** **Integrates nursing and health care knowledge skills and attitudes to provide safe, ethical representing the patients' values and needs within the context of their families, communities and the health care delivery system.** **Student Learning outcome #2** **Implement Evidenced Based, safe, effective nursing** **Care for individuals with basic health issues**
Wed- Day 3 **Thurs- Day 4** **May 18th -May 19th** **Evening Shift (1p-6pm)**	Obtain a nursing History using a functional health pattern format Select appropriate techniques of inspection, palpation, percussion, and auscultation for physical examination oof patients Distinguish between comprehensive and focused types assessments	Head to Toe Assessment Vital Signs	Primary Care	Review Head to Toe Assessment In Sher path Text	MSW,MMW FSW, FMW	Health assessment physical examination	**Psychomotor** **Nursing Practice (NPO 1)** **Integrates nursing and health care knowledge skills and attitudes to provide safe, ethical representing the patients' values and needs within the context of their families, communities and the health care delivery system.** **Student Learning Outcome # 2** **Implement Evidenced Based, safe, effective nursing** **Care for individuals with basic health issues**

	Practicum learning Objective						
Friday – Day 5 **May 20th** **Day Shift (7a-2:30pm)**	Preceptors assess individual students skill level /Head to Toe Assessment /vital signs	Preceptor Revision and Review of clinical skills with students	Primary Care	Review individual clinical skills for need for remediation with preceptor	MSW,MMW FSW, FMW	Preceptors Evaluation of students retention of clinical skills- Head to Toe assessment and Vital signs /students receive feedback on performance students are advised areas that need further practice	**Affective** NPO 8 Professional Reflection and visioning **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)** **Student Learning Outcome # 2** **Implement Evidenced Based, safe, effective nursing Care for individuals with basic health issues**
Week II	**Clinical Objective**	**Practicum Skills**	Preceptor Type	**Student Pre-Clinical Prep assignment**	**Clinical Units**	**Clinical Focus**	
Mon- Day 6 **May 23rd** **Day Shift (7a-2:30pm)**	Understand the importance of health assessment information to patient care Understand the importance of a comprehensive and accurate database as a means from which a diagnosis, a plan, and interventions are derived	Obtain Health History from Patient or family / gather subjective data from patient or family	Primary Care	Review Subjective data collection /patient History taking, in your Sher Path Text	MSW,MMW FSW, FMW	History taking discuss plan of care with nursing Diagnosis /Differential Diagnosis.	**Cognitive** **Clinical decision Making and interventions** **Caring Interventions** **(NPO 4)** **Student Learning Outcome # 1**
Tuesday Day 7 **May 24th** **Day Shift (7a- 2:30 pm)**	Perform appropriate assessment on newly admitted patient analyze patient's subjective and objective	Admission of new patient using facility admission form	Primary care	Review patient subjective and objective data in Sher path text	MSW,MMW FSW, FMW	Assessment of patient's current health status	**Cognitive** **Clinical decision Making and intervention –(NPO 4)** **Student Learning Outcome # 1**
Wed- Day 8 **Thursday Day 9** **May 25th - May 26** **Evening Shift (1pm – 6pm)**	Accurate medication administration reduce medication error	Administer Oral Medication	Primary Care	Review assigned patient medications	MSW,MMW FSW, FMW	Clinical practice and procedure for safe medication administration	**Pharmacology** **Cognitive**
Friday May 27th – Day 10 **Day Shift 7am- 2:30pm**	Preceptors assess individual students skill level	Preceptor Revision and Review of clinical skills with students	Primary Care	Review individual clinical skills for need for remediation	MSW. MMW FSW, FMW	Preceptors Evaluation of students retention of clinical skills – patient History taking, New admission of patient. Oral medication administration students receive feedback on performance students are advised on areas that need further practice	**Affective** **Professional reflection and visioning** **(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** **Learning Outcomes # 1** **1.Demonstrate concepts and challenges regarding patient management, such as, pain management, medication administration and documentation.**
Week III	**Objective**	**Practicum Skills**	Preceptor Type	**Students Pre Clinical Prep Assignment**		**Clinical Focus**	

Mon- Day 11 **Tuesday- Day 12** **May 30th – May 31st** **Day Shift (7a- 2:30pm**	Patient comfort, decrease or eliminate for skin breakdown Apply Knowledge of the purpose and components of Pre-operative nursing assessment Prioritize Nursing Responsibilities Related to Day-of Surgery preparation for the surgical Patient	Bed bath making an occupied bed x 2 students Perioperative Care (pre-op)	Primary Care	Review Making an occupied bed Sher path and other scholarly literature	MSW. MMW FSW, FMW	Patient hygiene /Pathogen control	**Psychomotor** **NPO 1** **Nursing Practice**
Wed- Day 13 **Thursday- Day 14** **June 1st - June 2nd** **Evening Shift (1pm - 6pm)**	To protect the patient from immediate adverse effect of anesthesia To lift or transfer the patient easily into bed from stretcher Obtain significant subjective and objective assessment data related to Elimination to the gastrointestinal system from a patient	Making a surgical bed Assisting patient with Bedpan or urinal	Primary Care	Review Chapter Urinary and bowel Elimination and absorption Sher path	MSW. MMW FSW, FMW	Urinary and Bowel elimination	**NPO 1** **Nursing Practice**
Friday June 3rd - Day 15 **Day Shift (7a- 2:30pm**	Preceptors assess individual students skill level	Review and revision of skills	Primary Care	Review SOAPIER Documentation method for Monday June 6th		Preceptors Evaluation of students retention of clinical skills- SOAPIER Documentation Method	NPO 8 Professional Reflection and visioning **Student Learning Outcome # 2**

Week IV	**Objective**	**Practicum Skills**		**Students Pre-Clinical Prep Assignment**		**Clinical Focus**	
Mon- Day 16 **Tuesday – Day 17** **June 6th – 7th** **Day Shift (7a-2:30pm)**	Practice standardized note format for patient's medical record organize Holistic perspective of patient to facilitate the decision of specific nursing interventions	SOAPIER notes documentation Nursing diagnosis	Primary Care	Review SOAPIER Documentation Method in	MSW. MMW FSW, FMW	Focus on Student's ability to organize information in five (5) succinct categories.. Subjective, Objective , Assessment, Plan, Intervention, Evaluation	**NPO 6** **Communication**
Wed- Day 18 **Thursday- Day 19** **June 8th – 9th** **Evening Shift (1pm – 6pm)**	Aseptic technique	Setting up sterile dressing Trolly Sterile Dressing Change	Primary Care		MSW. MMW FSW, FMW		
Friday June 10th - Day 20 **Day Shift (7am – 2:30pm)**		Review and Revision of Skills	Primary Care	Students Pre Clinical Prep assignment		Expectation: Students review Clinical objectives before each clinical	**NPO 1** **Nursing Practice**

Phase II	Practicum II		Primary Care	Student Clinical Unit Rotation as needed			
Week I	**Objective**	**Practicum Skills**		Students Pre-Clinical Prep assignment		**Clinical Focus**	
Mon- Day 21 **Tuesday- Day 22** **June 13th – 14th** **Day Shift (7a- 2:30pm**	Review patient's status and plan of care – improve perception of nurse-Doctor teamwork	Assigned Patient care needs Round with MD Follow up care post MD rounding	Primary Care	Review patient care plan in NANDA as recommended In your Sher path Text	MSW. MMW FSW, FMW	Create plan of care Develop Nursing diagnosis	**NPO1** **Nursing Practice**
Wed- Day 23 **Thurs – Day 24** **June 15th – 16th** **Evening Shift (1pm - 6pm)**	Demonstrate safety in the administration of medication . Identify appropriate nursing actions /clinical judgement related to safe medication administration	PM medication Oral , IV Aseptic technique-Wound care	**Primary Care**		MSW. MMW FSW, FMW	Procedure for safe medication administration	**NPO 1** **Nursing Practice**
Friday June 17th - Day 25 **Day Shift (7a- 2:30pm)**	Preceptors assess individual students skill level	Review and Revision of skills	Primary Care		MSW. MMW FSW, FMW	Students review Clinical objectives	NPO 8 Professional Reflection and visioning **Student Learning Outcome # 2**
Week II	**Objectives**	**Practicum Skills**	Primary Care	Students pre-clinical Prep assignment	MSW. MMW FSW, FMW	Clinical Focus	
Mon- Day 26 **Tuesday – Day 27** **June 20th – 21st** **Day Shift (7a- 2:30pm**	Obtain significant subjective and objective assessment data related to the and Elimination bowel and bladder	Fluid balance IV fluids PO Fluids Intake and output chart	**Primary Care**	Review Elimination Intake and output in Sher path	MSW MMW FSW FMW		**Cognitive** **NPO 1** **Nursing Practice**
Wed- Day 28 **Thursday- Day 29** **June 22nd – 23rd** **Evening Shift (1pm - 6pm)**	**Monitor and assess patient for s/s of Post operative complication** **Maintain adequate body system functions** **Restore body hemostasis**	Introduction to Postoperative Care Receive Hand off report from OR nurse Using SBAR	**Primary Care**	Review care of Post operative of Patient. Review SBAR Hand off Method	MSW MMW FSW FMW	**Monitor patient for physiological balance**	**NPO 6** **Communication** **Health Promotion and wellness**
Friday June 24th - Day 30 **Day Shift (7a- 2:30pm)**	Preceptors assess individual students skill level	Review and Revision of Skills	**Primary Care**	Review Post op Care and Handoff Report	MSW MMW FSW FMW	Students review Clinical objectives	**Affective** **Professional reflection and visioning**
Week III	Objectives	Practicum Skills	**Primary Care**	Students Pre-Clinical Assignment	MSW MMW FSW FMW	Clinical Focus	
Mon-Tuesday **June 27th -28th** **Day Shift (7a- 2:30pm)**		Introduce antidiabetic medication Subcutaneous insulin administration	**Primary Care**	Review antidiabetic Medication administration Insulin in Sher path	MSW. MMW FSW, FMW	procedure for safe medication administration	**NPO 6** **Health Promotion** **And wellness**
Wed- Thursday **June 29th- 30th** **Evening Shift (1pm - 6pm)**	Process of Aseptic Technique Prevent transfer	Wound care	**Primary Care**		MSW MMW FSW FMW	Skin integrity	

	Asepsis and infection Prevention Medication administration						
Friday July 1st **Day Shift (7a- 2:30pm**	Preceptors assess individual students skill level	Review and Revision of Skills	**Primary Care**	Review of clinical outcomes	MSW MMW FSW FMW	Students review Clinical objectives	**Affective** **NPO 8** **Professional reflection and visioning**
Week IV	Objectives	Practicum skills	**Primary Care**	**Students Pre-Clinical Assignment**	MSW. MMW FSW, FMW	Clinical focus	**Learning Outcomes**
Mon- Tuesday **July 4th – 5th** **Day Shift (7a-2:30pm**	Documentation of patient's medical record in a systematic sequential format	SOAPIER notes documentation in nursing progress /notes Nursing diagnosis	**Primary Care**	Review Soap notes documentation in a Scholarly Literature	MSW MMW FSW FMW	Students document on nursing progress notes into patients medical records using the Systematic acronym : SOAPIER	NPO 6 **Communication** **Health promotion and wellness**
Wed- Thurs- **July 7th -8th** **Evening Shift (1pm-6pm)**	Select Nursing Intervention to manage potential problems during post operative period Prioritize nursing responsibilities related to maintaining patient safety and preventing post operative complications	Postoperative Care Receive Hand off report from OR nurse	**Primary Care**		MSW MMW FSW FMW		
Friday July 9th			**Primary Care**				
Day Shift	Preceptors assess individual students skill level						

Master Syllabus
School of Arts and Sciences Master Syllabi

Nutrition

Course
NUTR 201
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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, 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:

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 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 = 64.4% 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 four exams (70% of your grade), case studies (10%), and a two part dietary analysis project (20%). The format for all exams is multiple choice and true or false questions. All exams are non-cumulative. Practice quizzes will be provided, the completion of which can contribute up to 4% in bonus points.

Course Requirements:

Assignment.....20%

Case studies.....10%

Exams.....70%

Practice Quizzes.....+4%

Course Schedule:

See table below:

	NUTR 201, Nutrition; Spring 2022				
Week	**Dates**	**Topics**	**Case Studies**	**Case Studies Access Dates**	**Project**
1	Jan 18; Jan 20	**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	Week1	Open: 18-Jan, 7:30 pm; Close: 24-Jan, 11:55 pm	
2	Jan 25; Jan 27	Nutrition Assessment	Week 2	Open: 25-Jan, 7:30 pm; Close: 31-Jan, 11:55 pm	Open: Jan 27, 7:30 pm

		Nutrition Information and Misinformation Diet Planning Principles and Guidelines Healthy Eating index Data collection and Analysis using myfitnesspal			
3	Feb 1; Feb 3	**MODULE 2: The Macronutrients** Carbohydrates	Week 3	Open: 1-Feb, 7:30 pm; Close 7-Feb, 11:55 pm	
4	Feb 8; Feb 10	Lipids ***Exam 1: Introduction to Nutrition; Dietary Guidelines & Principles, Carbohydrates***	None		
5	Feb 15; Feb 17	Lipids cont'd Proteins	Week 5	Open: 15-Feb, 7:30 pm; Close: 21-Feb, 11:55 pm	
6	Feb 22; Feb 24	Proteins cont'd **MODULE 3: The Prevention and Management of Chronic Diseases** The B vitamins and Metabolism	Week 6	Open: 22-Feb, 7:30 pm; Close: 28-Feb, 11:55 pm	Part 1 Due: 27Feb, 11:55 pm
7	Mar 1; Mar 3	The B vitamins and Metabolism cont'd	Week 7 -1; Week 7-2	Open: 1-Mar, 7:30 pm; Close: 7-Mar, 11:55 pm	
8	Mar 10th	***MIDTERM EXAMS*** ***Exam 2: Lipids, Proteins, B Vitamins & Metabolism***	None		
9	Mar 15; Mar 17	Antioxidants	None		
10	Mar 22; Mar 24	Body Composition & Weight Management	Week 10 - 1; Week 10 - 2	Open: 22-Mar, 7:30 pm; Close: 28-Mar, 11:55 pm	
11	Mar 29; Mar 31	Water & Hypertension	Week 11	Open: 29-Mar, 7:30 pm; Close: 4-Apr, 11:55 pm	
12	Apr 5; Apr 7	*Water & Hypertension* ***Exam 3: Antioxidants, Body Composition & Weight Management, Water & Hypertension***	None		Part 2 Due: 10Apr, 11:55 pm
13	Apr 12; Apr 14	Chronic Diseases: Diabetes, Cardiovascular Disease & Cancer	Week 13 - 1; Week 13 - 2	Open: 12-Apr, 7:30 pm; Close: 18-Apr, 11:55 pm	
14	Apr 19; Apr 21	**MODULE 4 The Micronutrients and their association with selected Nutritional disorders** Transport system – Anemia Calcium and vitamin D deficiency (Bone Health)	Week 14	Open: 19-Apr, 7:30 pm; Close: 25-Apr, 11:55 pm	
15	Apr 26; Apr 28	**MODULE 5 Reproduction and Pregnancy** Reproduction, Pregnancy & Lactation	Week 15	Open: 26-Apr, 7:30 pm; Close: 2-May, 11:55 pm	
16	May 5th	***FINAL EXAMS*** ***Exam 4: Chronic Diseases, Anemia, Bone Health, Reproduction & Pregnancy***	None		

Master Syllabus
School of Arts and Sciences Master Syllabi

Operations Management

Course
BUSI 414
Semester
Spring

Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Shawn Best

Course Director Name: Dr. Shawn Best

Course Lecturer(s) Contact Information: 439-2000 ext. 386

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 10:30 AM to 12:30 AM

Course Lecturer(s) Office Location: Building C (Windward Hall)

Course Support: Mahalia Charles, mcharl11@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.

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.

3. 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:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

ISLO-7: Students will be able to demonstrate knowledge of legal, ethical, and global standards in the management domain.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

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

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

Course Grading Requirement:

The objectives of this course will be achieved by utilization of a combination of class lectures, in class videos, online videos to be watched from home, group activities, class discussion of case studies and homework. The performance of students will be assessed as follows:

1. Midterm exam: 20%
2. Case study analyses (or Group project): 20%
3. Simulation (or Group project): 15%
4. Homework assignments, in class activities, and quizzes: 25%

5. Final Exam: 20%

Course Schedule:

This is the planned schedule of assignments and readings for the course. The instructor reserves the right to make changes as required to adapt to student needs or comprehension levels.

CLASS OUTLINE FOR THE SEMESTER: OPERATIONS MANAGEMENT

Week 1	**In Class**	**Assignments**
topic 1	Overview, review syllabus	Read Chap 1,
topic 1&2	Introduction to Operations Management, Productivity Operations Strategy (Chps 1 &2)	Assignment on Productivity calculations
Week 2		
topic 2&3	Operations Strategy and Project Management Case study (Chps 2 & 3)	Start Simulation or Group Project
Topic 12	Waiting Line Models (Module D)	
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)	*Assignment to construct quality management tools (Fishbone* *Diagram, Pareto Charts)*
Week 7		
topic 6	Lecture, six sigma - SPC Control charts – cut string	
topic 6	Quality systems ISO, Six Sigma, Total Quality Management,	Study for midterm exam
Week 8		
	MIDTERM EXAM	
Week 9		

topic 7	Lean Operations Management	Read chapter 16
topic 7	Just in Time(JIT), TPS, 5Ss, Onhos Seven wastes, Lean Scheduling, Kanban	Assignment on Lean Operations
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)	
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	
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

Master Syllabus
School of Arts and Sciences Master Syllabi

Organic Chemistry 1 Lab

Course
CHEM 223
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Richard Jacques

Course Director Name: Richard Jacques

Course Lecturer(s) Contact Information: 473 456 8736

Course Lecturer(s) Office Hours: N/A

Course Lecturer(s) Office Location: N/A

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, Ext. 3435Akima 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 consists of practical sessions designed to supplement CHEM 222.A maximum of seven labs would be done.

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.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: The relevant handout for a Lab exercise would be posted in the Resources tool in Sakai for the course (CHEM 223) by the Monday before the session. The videos previously recorded for the labs would be available on Panopto before the on-campus students actually do the live session. Online students get two opportunities to observe the experiments – live & recorded.

Course Requirements:

Each lab report counts towards the final grade. Each lab carries a different "weight" towards the final overall grade.

Course Schedule:

Lab 1 - Molecular Models

Lab 2 - Classification of Functional Groups

Lab 3 - Alkane Lab: hexane/cyclohexane – reactions

Lab 4- Alkyl halide – Iodoethane

Lab 5 - Reactions of alcohols

Lab 6 - Qualitative analysis –enthalpy of combustion / two alcohols

Lab 7 –Ester Synthesis

Master Syllabus
School of Arts and Sciences Master Syllabi

Organic Chemistry I

Course
CHEM 222
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Richard Jacques

Course Lecturer(s) Contact Information: Richard Jacques

Course Lecturer(s) Office Hours: N/A

Course Lecturer(s) Office Location: N/A

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 the first semester of a one-year course in Organic Chemistry. It introduces students in science-related majors, Pre-med and Pre-vet programs to the basic principles and concepts of Organic Chemistry.

It includes the nomenclature and classification of organic molecules; the structure and reactivity of the hydrocarbons (alkanes, alkenes and alkynes), alkyl halides and alcohols; the study of substitution and elimination reaction mechanisms; and an introduction to stereochemistry.

Course Objectives:

This course introduces students in science-related majors to the basic concepts of Organic Chemistry.

The course would give students an understanding of the scope of Organic Chemistry and lay the foundation for future studies in Chemistry, Biology and Biochemistry.

Student Learning Outcomes:

Students would

1. Apply basic knowledge of chemistry towards understanding the fundamental principles of Organic Chemistry

2. Apply knowledge of the functional groups present in organic compounds to understand the chemical reactions that they undergo
3. Demonstrate problem solving and critical skills

Program Outcomes Met By This Course:

On successful completion of this course, students should transition seamlessly into Organic Chemistry 2.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Text:Organic Chemistry (9th Edition), L.G. Wade, Jr. (Pearson). ISBN 10: 1-282 -15110 - 2.

Supplementary Readings/Resources: Organic Chemistry (8thEdition), Paula Yurkanis Bruice (Pearson).

Supplemental Organic Chemistry resources available via the Internet – YouTube & other platforms

Course Schedule:

Module 1: Introduction to Organic Chemistry Concepts

Objectives:

Students would be introduced to information towards the understanding of Organic Chemistry 1 content.

Students would cover: background of organic chemistry, molecular geometry, bond dipole moments and molecular dipole moments, formal charge, rules of electron movement, acid strength within a group & in a period, Isomerism – structural, positional & functional isomers

Module 2: Hybridization in carbon compounds

Objectives:

Students would understand the ability of carbon atoms to form three different types of hybrid atomic orbitals (the different types would be covered at different points of the course)

sp3 – the carbon atom bonds to four other atoms / sp2 – the carbon atom bonds to three other atoms / sp – the carbon atom bonds to two other atoms

Module 3: Physical and Chemical properties of the Alkanes and Cycloalkanes

Objectives:

Students would be exposed to the structural formulae & isomerism; nomenclature; classes of carbon atoms – primary/ secondary/ tertiary/ quaternary; hybridization of single-bonded carbon atoms

Students would investigate the physical properties and the chemical reactions of alkanes – combustion reactions & free radical substitution reactions

Module 4: Chemistry of the Alkyl Halides

Objectives:

Students would be cognisant of the physical properties of alkyl halides; classes of alkyl halides – primary/ secondary/ tertiary; nomenclature of alkyl halides

Students would be introduced to the substitution and elimination reactions of the alkyl halides, the mechanisms to achieve them & the factors which favour them: - SN1/SN2, E1/E2; strong/weak nucleophiles; strong/ weak bases; concerted/ two-step reactions; etc.

Module 5: Alcohol Chemistry

Objectives:

Students would be introduced to the physical properties of alcohols & the role of 'hydrogen bonding'; nomenclature and classes of alcohols

Students would study the chemical reactions of the alcohols – combustion/ substitution and

elimination reactions (as for alkyl halides)/ oxidation/ esterification

Students would investigate the use of organometallic compounds in alcohol synthesis – Grignard reagents/ synthesis of primary, secondary & tertiary alcohols using epoxides/ aldehydes/ ketones
Module 6: Alkene Chemistry

Objectives:

Students would understand the hybridization of the atoms in the carbon-carbon double bond; unsaturation of alkenes, the physical properties; nomenclature & cis-/trans- (also E/Z) isomerism

Students would study the reactivity of the carbon-carbon double bond as a reactive functional group Students would investigate the reactions of alkenes – electrophilic addition reactions, oxidation reactions with peroxyacids & ozone; anti-Markovnikov reactions – hydroboration, free radical reactions; synthesis reactions

Module 7:Alkyne Chemistry

Objectives:

Students would investigate the hybridization of the atoms in the carbon- carbon triple bond

Students would understand the reactivity of the triple-bond functional group

Students would investigate the reactions of alkynes – the reactions of the triple bond; synthesis reactions

Module 8: Conformations & Stereochemistry of organic compounds / Resonance

Objectives:

Students would investigate the spatial relationships (conformations) of alkanes, cycloalkanes & their derivatives

Students would be able to identify orientation of organic molecules with asymmetric centers – enantiomers: designation of/ effect on polarized light

Students would be introduced to the concept of resonance: movement of electrons/ bonds to create

Master Syllabus
School of Arts and Sciences Master Syllabi

Organic Chemistry II

Course
CHEM 224
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Bawo Teddy Ikolo

Course Director Name: Bawo Teddy Ikolo

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

Course Director Contact Information: tikolo@sgu.edu

Course Lecturer(s) Office Hours: Tues, Wed & Thurs 2 – 4 pm. Mondays 10 – 12pm

Course Director Office Hours: Tues, Wed & Thurs 2 – 4 pm. Mondays 10 – 12pm

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

Course Director Office Location: Caribbean House, 2nd floor

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

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

Course Curriculum Information
Course Description:

Chemistry 224 is a continuation of the material covered in Chemistry 222. Both constitute the oneyear 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 provide an introduction to spectroscopy 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 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 assessments will include Exam 1, Exam 2 (Mid-term exam), Exam 3, and Exam 4 (Final exam). Exams 1 and 3 are valued at 15% each, Mid-term exam 30% and final exam 35%. There will also be two online quizzes valued at 2.5% each. Students need a minimum of a C grade to pass this course.

Course Requirements:

This course will be delivered in person on campus at the scheduled times and venues and streamed live to students. There will also be some directed learning activities (DLA), which students must undertake before attending the preceding lecture.

Students are required to have 70% attendance.

Course Schedule:

Lecture	Week	Date	Topics
01	1	Jan. 17	Introduction
02		Jan. 19	**Aromatic compounds**: Structure of Benzene, stability, aromaticity and Nomenclature of Aromatic compounds
03		Jan. 21	Electrophillic aromatic substitution reactions: General mechanisms. Halogenation, Nitration, Sulfonation and Desulfonation etc
04	2	Jan. 24	The Friedel – Crafts Alkylation and Acylation reactions, and Clemmensen reduction
05		Jan. 26	The effects of substituent in Electrophillic Aromatic substitution & Nucleophillic Aromatic Substitution (Addition -Elimination)
06		Jan. 28	**Phenols:** Physical properties, reactions and identification
07	3	Jan. 31	**Alcohols:** Nomenclature, classification, physical properties of alcohols and reasons for exhibiting these properties.
08		Feb.02	Synthesis of alcohols from reduction of Carbonyl compounds and Grignard reaction with carbonyl compounds (Aldehydes, Ketones, Carboxylic acids and esters).
		Feb.04	**Review**
	4	**Feb.07**	**Public Holiday**
		Feb.09	**EXAM 1**
9		Feb.11	Reactions of alcohols: Dehydration, Oxidation, Reduction, Esteri
10	5	Feb.14	**Aldehydes and Ketones:** Structure, reactivity of the carbonyl group.
11		Feb.16	Nomenclature (Naming aldehydes and ketones)
12		Feb.18	Synthesis of aldehydes and ketones: From alkenes, alcohols, nitriles, acid chlorides and esters
13	6	Feb.21	Reactions of aldehydes and ketones/Qualitative tests. Oxidation of aldehydes. Nucleophilic addition reactions of the following: Hydride and Grignard reagents (Alcohol formation), and amines (Imine formation)
14		Feb.23	**Carboxylic acids & derivatives:** Carboxyl group, acidity of carboxylic acids and effects of substituents, common names versus IUPAC names
15		Feb. 25	Synthesis of carboxylic acids
16	7	Feb. 28	Carboxylic acids & their reactions: General mechanism for nucleophilic acyl substitution. Conversion of carboxylic acids to acid chlorides, esters, amides and alcohols.

17		Mar. 02	**Spectroscopy & structure determination:** Electromagnetic spectrum basics & types of spectroscopy
		Mar. 04	**Review**
	8	**Mar.07-11**	**Midterm Exam Week**
18	9	Mar.14	Infrared spectroscopy of organic molecules & interpreting Infrared spectra
19		Mar.16	**Mass spectrometry:** Theory, the mass spectrometer, radical ion formation and electron impact ionization
20		Mar.18	. Mass spectrum and interpretations
21	10	Mar.21	**Nuclear Magnetic Resonance Spectroscopy:** Theory, NMR spectrometer, chemical shift, number of signal and splitting
22		Mar.23	Interpreting ^{1}HMR and ^{13}C spectra
23		Mar.25	**Ultraviolet Absorption Spectroscopy:** Theory, the UV spectrometer and its use in calculating the concentrations of solutions
24	11	Mar.28	**Electrophoresis –** Separation of charged particles
25		Mar.30	**Ethers, Epoxides:** Structure, bonding in ethers, nomenclature and properties
26		Apr 01	Synthesis of ethers: Williamson ether synthesis
	12	Apr 04	**Review**
		Apr. 06	**EXAM 3**
27		Apr. 08	Reactions of ethers
28	13	Apr. 11	**Amines:** Structure, properties, nomenclature & synthesis
29		Apr. 13	Reactions of amines
		Apr. 15	**Public Holiday (Good Friday)**
	14	**Apr. 18**	**Public Holiday (Easter Monday)**
30		Apr. 20	**Carbohydrates:** Classification, Stereochemistry, Isomerism & Cyclic formation
31		Apr. 22	. Disaccharides and Polysaccharides
32	15	Apr. 25	**Proteins:** Structure and stereochemistry of the alpha-amino acids. Grouping of amino acids
33	14	Apr. 27	Acid – base properties of amino acids. Levels of protein structure
34		Apr. 29	**Lipids:** Classification of lipids, triglycerides and phospholipids
		May 01	**Public Holiday (May day)**
	15	**May 02 - 06**	**Final Exam Week**

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Organic Chemistry II Laboratory

Course
CHEM 225
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
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 and Grading
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 team

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 heals.** NO SLIPPERS, NO FLIP-FLOPS, NO SANDALS. You may be asked to leave if you are not dressed properly to conduct an experiment.
3. **In general, gloves should be worn during the lab exercises.** These will protect your skin from corrosive chemicals. Gloves are NOT worn outside the lab. You do not wear gloves to go to the bathroom, to handle doorknobs, do not handle your pen, do not scratch your face…
4. **NEVER** pipette solutions with your mouth, eat, drink, smoke or apply cosmetics in the lab.
5. **NEVER** pour any chemical or solution into a sink without authorization.
6. **NEVER** use flames with or near volatile solvents
7. **NEVER** return reagents to stock bottles.
8. **NEVER** smell specimens or chemicals directly.
9. Use caution when using equipment for heating or melting reagents (e.g. Boiling water baths).
10. **ALWAYS** report any spillage or accident, however minor, to your instructor
11. **Wash hands** thoroughly with soap and water after handling laboratory reagents and especially prior to leaving the laboratory when the session is completed.
12. WHEN IN DOUBT ABOUT ANYTHING –ASK YOUR INSTRUCTOR.

N.B: Your Instructor may decide to modify an experiment, change the reagents or change the concentration of reagents based on logistics and experimental trial runs. It is your responsibility to pay attention to detailed instructions for any such modifications during the lab sessions.

LAB 2: Determination of the Melting Point of a Solid Substance.

Aim: To determine the melting point of given solid substance.

Theory: The change in the state of a compound from solid to liquid when it is heated is called melting, and the temperature at which a solid in its pure form melts is called the melting point. At the melting point, the solid and liquid exist in equilibrium. The melting point of a substance depends on pressure and is usually specified at a standard pressure.

Every pure solid has a characteristics melting point therefore determination of melting point helps in identification of the compound. Presence of impurities lowers the melting point of the solid. Thus, Melting point also serves as a criterion of purity of a compound.

Materials required: Given solid organic compound, Thin walled capillary tubes (8 – 10 cm in length and 2 mm in diameter), Paraffin oil, Laboratory thermometer, Heating medium (Hot plate), magnetic stirrer, 500ml beaker, retort stand, and rubber band

Procedure:

1. Take a fine capillary of length 5-6cm. seal its one end by inserting the end of the capillary tube horizontally into the extreme edge of a small steady Bunsen flame for a few seconds, rotating the capillary meanwhile.
2. Take a small quantity of the compound whose melting point is to be determined on a porous plate and powder it with a spatula.
3. Introduce the powdered compound in the capillary tube by introducing the open end of the capillary tube into the powdered compound and gently rotating it. Gently tap the capillary tube against the porous plate so that the compound sinks into the closed end. Repeat the procedure of introducing and tapping three to four times.
4. Moisten the bulb of thermometer with liquid paraffin and attach the capillary to the lower end of the thermometer.

5. Place the thermometer with the capillary tube in the melting point apparatus containing at least two third of its volume liquid paraffin in such a way that the closed end of the capillary remains below the surface of Liquid paraffin (See fig 1 below)
6. Now heat the beaker gently and note down the temperature from time to time and finally note down the temperature (t ^{0}C) at which the compound starts melting (t_1 ^{0}C) and completely melts (t_2 ^{0}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 = _____ ^{0}C
2. t_2 = _____ ^{0}C

Mean Melting point = (t_1+t_2)/2 ^{0}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^{o}C, and you got 75^{o}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-2ol (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^{o}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 most 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
a) Solubility 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		

Tests	Observation	Inference
b) Ignition Place a about 1ml of the alcohol in a crucible and ignite **(*Write equation for combustion of butanol*)**		

Tests	Observation	Inference
c). Esterification To about 2 cm^3 of alcohol, add about 1 cm^3 of glacial ethanoic acid followed by a few drops of concentrated sulfuric acid. Heat the mixture in a water bath. Pour the resulting mixture into water and note the smell Write equation for esterification of ethanol with ethanoic acid		

Tests	Observation	Inference
d) Oxidation 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. Cork all 4 test tubes and warm gently in a 40 – 50^oC water bath for a minute. Observe and record any color changes.		

Tests	Observation	Inference
e) Triodomethane (Iodoform) test Add about 5 cm^3 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. 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 CHI_3 (Iodoform reaction)**		

Tests	Observation	Inference
f) Solubility of phenol		

Take enough phenol to cover the bottom of a test tube and add about 2 cm^3 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		

Tests	Observation	Inference
g) Sodium hydroxide To 5 drops of aqueous phenol, add sodium hydroxide until a clear solution is obtained. Add a few drops of concentrated hydrochloric acid and note the reappearance of Phenol		

Tests	Observation	Inference
h) Iron (III) chloride To a solution of phenol add 1 drop of iron (III) chloride		

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.

$CH_3COOH + CH_3CH_2OH \rightarrow CH_3COOCH_2CH_3 + H_2O$

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,

RCHO → RCO_2H, 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:

Procedure:

Experiments should be carried out and results presented as indicated below:

Tests	Observation	Inference
1). Place 2ml of a 5% AgNO3 soln. in a freshly cleaned test tube. Add 5% NaOH soln. dropwise until a black ppt forms. 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 60oC water bath. Record your result.		
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^{o}C water bath and heat for about 10 mins. A positive test is indicated by a change in the blue colour of the solution and the slow formation of a fine brick red CU_2O ppt. Record your result.		
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. Cork the test tubes and warm gently in a 40 – 50oC water bath for a minute. Observe and record any color changes.		

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:

Because it is a monoprotic acid, the moles of acid are equal to the moles of OH at the endpoint of the titration.

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
c) Nitrous acid test Cool a mixture of sodium nitrite and a solution of the amine in and ice bath. The mixture must be added in the ice bath. Add moderately concentrated hydrochloric acid to the mixture above in the ice bath. Note the effervescence. All additions for reaction c must be done in the ice bath.		

Tests	Observation	Inference
d). Hinsberg test 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 0C) for about 1-2 mins and check for reaction. 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.		

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.

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 αNH3 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 cm^3 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 25cm^3 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:

$K_p = [solute]_A/[solute]_B$

Where K_p is the distribution coefficient, $[solute]_A$ is the concentration of the solute (in moles/L) in solvent A (usually the organic solvent) and $[solute]_B$ 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:

$Kp = (8.33g/100mL)_{benzene} / (6.67g/100mL)_{water} = 1.25$

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 nonprescription 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 and 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 to vigorously, or you will get an emulsion (i.e. a mixture consisting of droplets of one phase suspended into the other). If this happen 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 – Spring 2022

Lab#	Week	Date	Topic
1	1	17/01/2022	Introduction/Lab Safety
2	2	24/01/2022	Determination of the melting point of an organic compound.
3	3	31/01/2022	Reactions of alcohols and phenol
	4	**Feb 07 - 11**	**NO Labs**
4	5	14/02/2022	Qualitative tests for Aldehydes and Ketones
5	6	21/02/2022	Formation of ester (Preparation of Ethyl acetate)
	7	28/02/2022	**Lab Exam 1**
	8	**Mar 07 - 11**	**Midterm Week (No Labs)**
6	9	14/03/2022	Determination of an unknown carboxylic acid
7	10	21/03/2022	Reactions of Amines and carboxylic acid
8	11	28/03/2022	Titration of an amino acid (glycine)
	12	Apr 04 - 06	No Labs
9	13	11/04/2022	Isolation of Caffeine from tea.
	14	18/04/2022	**Lab Exam 2**
	15	25/04/2022	**Review**
	16	**May 02 – 06**	**Final Exam Week (No Labs)**

Master Syllabus
School of Arts and Sciences Master Syllabi

Organizational Behavior

Course
BUSI 301
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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 1-3pm; Tues, Thurs 11:00am-12pm

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; Mahalia Charles- mcharl11@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:

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

Student Learning Outcomes:

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

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

Program Outcomes Met By This Course:

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Robbins, S. P., & Judge, T. A., (2015). Organizational behavior. (16th Ed.). Upper Saddle River, NJ: Pearson Publishing.

Supplementary Readings/Resources: Where appropriate additional reference materials will be placed in the "Library Resources" in Sakai as well as during lectures.

Course Grading Requirement:

- Midterm Exams: 30%
- Personality Test (submission via Sakai): 5%
- Group case study presentations15%
- Group written : case study (submission via Sakai): 30%
- Individual Forum Discussion (2 x 10% each): 20%
- Total: 100%

Course Requirements:

Students are required to complete:

1. **Two Individual Forum Discussion- Students will need to respond to a question posted in the Forums area on Sakai which will be graded. A Rubric will be posted along with the question so that persons can see the criteria for their grading. Please note that at least one scholarly resource should be used to answer the question and the use of proper APA citing is a requirement for all written assignments.**
2. A Group Case Study both a Written Submission and a Presentation- Quality writing, proper citation, referencing, and good research is a criterion for a quality paper. Please ensure that you follow the guidelines for your written assignments: On the date designated on the Course Outline the various group leaders will have the opportunity to present their **group's case study during class and in addition submit a written copy via Sakai.**
3. **Midterm Exams – Students will take their midterm exams using Examsoft platform. Contact Examination Services to ensure that your laptop meets the requirements to be able to download Exemplify to take the exams.**
4. **A Personality Test- Before Week #4- You will need to complete your personality type test using Myers Briggs Personality type indicator by going to this link. Submissions should be made via Sakai during week #4 and come prepared to discuss the learning experience gained from that activity in class. http://www.humanmetrics.com/cgi-win/JTypes1.htm**

Course Schedule:

- **Week #1 and Week #2**
  - **Chapter 1-What is Organization Behavior**
  - **Chapter 2- Diversity in Organizations**
  - **Individual Forum Discussion based on a question provided by Course Instructor and the due date is on Sunday Week #2-**
- **Week #3 and Week #4**

    - **Chapter 3 Attitudes and Job Satisfaction Chapter 4 Personality and Values Personality test due during Week #4**
    - **Chapter 5 Perception and Individual Decision Making**
- **Week #5,Week#6**
    - **Chapter 6 Motivation Concepts Chapter 7 Motivation: From Concept to Applications**
    - **Class case study discussion Some library resources will be provided via Sakai for Case Study assignments**
- **Week #7 Chapter 17 Human Resource Policies and Practices**
    - **Midterm Exam Review Class (Week #7 final class) Midterm via Examsoft and based on Midterm Exam schedule during Week #8 (Chapters: 1,2,3,4,5,6,7, and 17)**
- **Week# 8 Midterm Exam**
- **Week #9**
    - **Chapter 4 Emotions and Moods Chapter 9 Foundations of Group Behavior Individual Forum Discussion based on a question provided by Course Instructor and the due date is on Friday Week #9**
- **Week #10 and #11 Chapter 10 Understanding Work Teams Chapter 13 Power and Politics**
- **Week #12 and Week#13 Chapter 14 Conflict and Negotiation**
    - **Class case study discussion Some library resources will be provided via Sakai for Case Study assignments**
- **Week #14 Chapter 18 Organizational Change and Stress Management Written Case submission via Sakai Monday of Week #15**
- **Week #15 Group case presentations online during class of Week #15- All powerpoint presentations must be uploaded to Sakai in the drop box provided using (APA 7 template)**
- **Week #16 Final Exams Week- There will be no final exams for this course**

Master Syllabus
School of Arts and Sciences Master Syllabi

Organizational Communication

Course
ENGL 323
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Antonia MacDonald, Mrs. Leonie St. Juste, Miss Annie Gill, Dr. Reccia Charles

Course Director Name: Dr. Antonia MacDonald

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

Course Director Contact Information: amacdona@sgu.edu

Course Lecturer(s) Office Hours: By appointment only

Course Director Office Hours: Tuesdays 1:00 – 2:30 p.m.

Course Lecturer(s) Office Location: Ground Floor, Ballsier Building; Top floor, Windward Hall

Course Director Office Location: Ground Floor, Ballsier Building

Course Support: Miss Nichole Phillip, nphillip2@sgu.edu, ext. 3823

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

Course Curriculum Information
Course Description:

This course is an introduction to communication in organizations. It exposes students to relevant communication theories, and to issues of ethics, leadership, teamwork, diversity, global organizations, and technologies. It focuses on how effectively human communication generates success within organizations, and across various contexts, cultures, channels and media.

Course Objectives: This course:

1. Focuses on communication as a process and skill that can help individuals and their organizations gain competitive advantage.
2. Introduces students to contemporary philosophies, methods and designs for studying the communication systems within organizations of varying sizes.
3. Exposes students to organizational needs assessment and to a variety of the methods available for improving communication in organizations.
4. Addresses the more sensitive and challenging issues facing managers and employees in their efforts to communicate with each other.
5. Teaches students the techniques and specifications of group communication and relationships between the leader and members.
6. develop in students the values and ethics, professional attitudes and personal skills needed for their preparation as good communicators in the organization.

Student Learning Outcomes:

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

1. Compare and contrast major theories of organizational communication.
2. Describe the major functions of communication in organizations
3. Discuss the impact of technology on organizational change and employee empowerment.
4. Define corporate culture, leadership, teamwork, diversity, and ethics, and discuss how they impact organizational communication.
5. Describe the various forms of communicative relationships within organizational networks and the functions that they serve
6. Understand the relation between communication practices and culture and how this can affect the organizational communication
7. Discuss and practice decision-making and conflict-management processes utilized in organizations
8. Identify effective means of transparency and disclosure in organizations.
9. Identify effective means of crisis communication in organizations

Program Outcomes Met By This Course:

GEPO – 1: Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

GEPO -2 : Ability to demonstrate knowledge and skills related to communication issues in a social, cultural, political and environmental context.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: No text assigned

Supplementary Readings/Resources:

Where appropriate, 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:

Continuous assessment [group work]: (4 Milestones) – 50 marks.

Midterm exam – 25 marks

Final exams – 25 marks

TOTAL = 100 marks

Course Requirements:

Students will be required to:

1. be prepared for class by doing the necessary readings
2. contribute thoughtful ideas to class discussions and engage in constructive debate
3. conduct themselves in ways that are appropriate to a respectful academic environment
4. be respectful of the opinions of others
5. be responsible team-members

Course Schedule:

This is a draft schedule and may be subject to change

Week 1

- Course Overview
- TOPIC: Communication Theory
- INSTRUCTOR: Dr. MacDonald

Week 2

- TOPIC: Management Theory and its Impact on the Flow of Communication
- GUEST INSTRUCTOR: Dr. Anthony Andall
- CLASS ACTIVITY: Opening Date for Milestone #1

Week 3

- TOPIC: Writing Principles for Effective Communication
- INSTRUCTOR: Miss Annie Gill

Week 4

- TOPIC: Current technological trends affecting Organizational Communication
- GUEST INSTRUCTOR: Dr. Avril Best
- CLASS ACTIVITY: Due date for Milestone #1

Week 5

- TOPIC: Non Verbal Communication
- INSTRUCTOR: Dr. Antonia MacDonald

Week 6

- TOPIC: Communication Networks: Structures and Group Dynamics Leadership, team management and communication
- INSTRUCTOR: Dr. MacDonald
- CLASS ACTIVITY: Milestone # 2 – In-class Group Activity

Week 7

- TOPIC: Interpersonal Communication: The impact of Race, Class and Gender
- INSTRUCTOR: Dr. MacDonald
- CLASS ACTIVITY: Opening Date for Milestone # 3

Week 8

- MID TERM WEEK - Midterm EXAM

Week 9

- TOPIC: Intercultural Communication
- INSTRUCTOR: Mrs. Leonie St. Juste, Dr. Reccia Charles,

Week 10

- TOPIC: Appreciating Cultural Diversity
- INSTRUCTOR: Dr. Reccia Charles, Mrs.Leonie St. Juste
- CLASS ACTIVITY: Due date for Milestone #3

Week 11

- TOPIC: Decision making and Problem-solving
- INSTRUCTOR: Dr. MacDonald
- CLASS ACTIVITY: assigned Opening Date for Milestone # 4

Week 12

- TOPIC: Transparency
- INSTRUCTOR: Dr. Charles

Week 13

- TOPIC: Disclosure
- INSTRUCTOR: Dr. Charles

Week 14

- TOPIC: Public Communication
- INSTRUCTOR: Miss Gill

Week 15

- TOPIC: Public Communication INSTRUCTOR: Miss Gill
- CLASS ACTIVITY : Due date for Milestone #4 - Group Presentations.

Week 16

- WEEK OF FINAL EXAMS

Master Syllabus
School of Arts and Sciences Master Syllabi

Ornithology

Course
BIOL 404
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Wayne Smart

Course Director Name: Patricia Rosa

Course Lecturer(s) Contact Information: wayneasmart@gmail.com

Course Director Contact Information: prosa@sgu.edu

Course Lecturer(s) Office Hours: By appointment

Course Director Office Hours: N/A

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

Course Director Office Location: N/A

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, x3435

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

Course Curriculum Information
Course Description:

This course will provide students with a foundation in the field of ornithology. The fundamental characteristics of birds including evolution, phylogeny, life histories, morphology, ecology and behavior will be covered in this course. Conservation of birds around the world will also be an integral part of this course. Students will learn to identify birds through the use of diagnostic characteristics both in the classroom and in the field.

Course Objectives:

The goal for this course is to introduce students to the field of ornithology by focusing on theoretical principles related to avian biology, ecology, and behavior, and by learning the basic techniques for studying birds in the field (including visual and auditory identification).

Student Learning Outcomes:

1. Recognize the importance of studying birds and their origin and evolution.
2. Explain how birds are classified and identify key characteristics of the different taxonomic groups.
3. Describe the different types of feathers and the morphological adaptations that enable birds to fly.
4. Examine the relationship between form and function of organs across different physiological systems.
5. Recognize how different life-history traits among avian species lead to variations in behavior.
6. Examine threats to avian populations.
7. Employ field survey techniques to monitor avian populations.

Technical Skills Outcomes:

TSO-BIOL404-1. Use of field guides and software to correctly identify birds by sight and sound.

TSO-BIOL404-2. Use of binoculars and field scopes to view avian species.

TSO-BIOL404-3. Use of GPS to determine geographic location, retrieve study site locations, and to map habitats.

TSO-BIOL404-4. Use of compass and rangefinder to estimate subject distance and map distribution.

TSO-BIOL404-5. Use of *eBird* to obtain, validate, and contribute avian observations.

TSO-BIOL404-6. Use of quadrats to assess plant density, coverage and height.

TSO-BIOL404-7. Use of parabolic microphones and portable recorders to obtain samples of bird vocalizations.*

TSO-BIOL404-8. Use of mist nets to capture birds.* **Subject to seasonal, environmental, and weather conditions.*

Program Outcomes Met By This Course:

MWC-PLO1. KNOWLEDGE: Apply knowledge of the biological and physical components of life, and to use this knowledge to understand the interrelationship 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.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Raffaele, H. et al. 2003. Birds of the West Indies. Princeton University Press, Princeton.

Supplementary Readings:

- Gill, F. B. 2007. Ornithology, 3rd edition. W. H. Freeman and Company, New York.
- Lovette, I. J. & Fitzpatrick, J. W. 2016. The Cornell Lab of Ornithology: Handbook of Bird Biology, 3rd edition. John Wiley & Sons, Chichester.

Resources:

- *eBird* Caribbean (ebird.org/content/caribbean/) or (birdscaribbean.org)
- The Cornell Lab of Ornithology: Neotropical Birds (neotropical.birds.cornell.edu)
- BirdLife International: Data Zone (datazone.birdlife.org)
- Birds Caribbean (birdscaribbean.org)
- Journal of Caribbean Ornithology (birdscaribbean.org/jco/index.php/jco/index)
- Xeno-canto – Bird Sounds (xeno-canto.org)
- Dendroica – Bird Sounds (natureinstruct.org/dendroica/)

Course Grading Requirement:

- **Exams (40%):**
  - Mid-term 20%
  - Final 20%
- **ID quizzes (30%):** Sight 10%
  - Sound 10%
  - Sight and sound 10%
- **Practical evaluations (20%):** Point-counts and transects 10% Data entry and analyses 10%
- **Readings and associated discussions (10%):** 2 sessions x 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. You should be prepared to apply your knowledge of course material and concepts to new situations and datasets. Mid-term will be based on material covered in weeks 1 to 6, and final will focus on weeks 9 to 14 (non-cumulative).

ID quizzes: Quizzes will take place in class where you will be presented with images and vocalizations of birds to identify. You will be expected to study identifying characteristics for each species using your field guide before the tests. See relevant resources in ID Quizzes folder in Sakai.

Practical evaluations: Practical evaluations will take place in the field for avian point-counts and transects throughout the term. Data entry and analyses will take place during lab sessions and require submission.

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

Course Schedule:

Week	Date	Tuesday	Thursday	Friday*
1	Jan. 17–21	1. Why study birds?	2. Origin & evolution	**Lab:** Bird identification
2	Jan. 24–28	3. Diversity & systematics	4. Taxonomy & classification	**Discussion**: Franzen (2018)
3	Jan. 31–Feb. 4	**Lab:** Avian survey methods	**ID Quiz:** Sight	**Lab:** Data entry (*eBird*) **Field**: SGU campus
4	Feb. 7–11	5. Feathers	6. Flight	
5	Feb. 14–18	7. Digestion & feeding	8. Circulation, respiration, & thermoregulation	**Field:** Belmont Estates
6	Feb. 21–25	9. Nervous system: Brain & senses	**ID Quiz:** Sound	
7	Feb. 28–Mar. 4	**Lab:** Data entry and/or recording vocalizations	**REVISION**	**Field:** Woburn Observatory
8	Mar. 7–11		**EXAM: Mid-term**	
9	Mar. 14–18	10. Communication	**Lab:** Data and/or recording analyses	**Field:** Mt. Hartman
10	Mar. 21–25	11. Reproductive system (1)	12. Reproductive system (2)	
11	Mar. 28–Apr. 1	13. Territoriality	14. Coloniality	
12	Apr. 4–8	**ID Quiz:** Sight and sound	15. Migration & navigation	**Field:** Grand-Etang
13	Apr. 11–15	16. Anthropogenic disturbances	17. Conservation	*Holiday*
14	Apr. 18–22	**Discussion:** Glausiusz (2018)	**Lab:** Finalize data entry and analyses	
15	Apr. 25–29	**REVISION**	*No lecture:* *Independent study*	
16	May 2–6		**EXAM: Final**	

**Note that sessions scheduled on Fridays are subject to schedule revision in the first week of the term to accommodate course with concurrent lab/field sessions.*

Master Syllabus
School of Arts and Sciences Master Syllabi

Painting

Course
ARTS 206
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences

Syllabus Section
General Course Information
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: TBA

Course Director Office Hours: TBA

Course Lecturer(s) Office Location: TBA

Course Director Office Location: TBA

Course Support: Ms. Nikisha Thomas, nsthomas@sgu.edu., ext. 3692

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

Course Curriculum Information

Course Description:
This course is designed as a survey course with an emphasis on studio practice. Students will learn a variety of painting techniques as well as learning the historical tradition of painting as an art form.

Course Objectives:
Upon completion of the course students will have an introductory understanding of a broad range of topics and techniques in painting. 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 decisionmaking.
3. Execute pieces of art with an understanding of design principles and different technical skills.
4. Learn skills to empower themselves to continue beyond the scope of the class.

Student Learning Outcomes:
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 decisionmaking.
3. Execute pieces of art with an understanding of design principles and different technical skills.
4. Learn skills to empower themselves to continue beyond the scope of the class.

Program Outcomes Met By This Course:
PO. 1: Critically analyze social, cultural, and environmental issues as an individual as well as from a global perspective.

PO.3: Effectively and accurately consume and produce information orally, written, and visually to extract and construct meaning through creativity, analysis, and critical thinking.

PO.5: Examine the human experience through culture, perspective-taking, and tolerance towards becoming an empathic citizen of the world.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Grading Requirement:
This course combines concepts with studio time and the grading will be spread over effort made in both. Class discussions, attendance and critique of other work will count as participation. Artwork will be graded on receptivity to instruction, engagement with concepts, and ability to discuss process in execution.

Below are the contributing percentages determining assessment of student performance. In addition, each student will have completed:

- Colour studies
- Two Acrylic paintings
- One Oil Painting
- One exploration of stencils/new media A final project.

1. Participation and Attendance: 20%
2. Assignments: 30%
3. In class activities: 40%
4. Final Project: 10%

5. **TOTAL 100%**

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

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

Course Organization
The semester will be split into 4 sections where we will spend 4 weeks with a medium before moving on. We will spend 4 weeks with acrylic, 4 weeks of oil painting, 4 weeks of new materials and then the remainder of the time will be for the students to further explore a medium or mix of media that most appeals to them. The semester will culminate in a final project from each student.

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 need to bring to class:

- A set of brushes, preferably smooth or synthetic bristles with a variety of shapes and sizes.
- A set of acrylic paint or at least red, blue, yellow, burnt sienna, white
- A set of oil paint or at least red, blue, yellow, burnt sienna, white (quality of paint varies greatly but for learning it is not important to get expensive paint.)
- A drawing pad and pencils/charcoal
- Palette knife or plastic knife (something small and flat to mix paint)
- Something to use as a palette, (a flat surface that is flat and non-porous)
- Substrates - You can buy stretched canvas of different sizes. You may also use bristol board or illustration board especially for acrylic and the new materials section. Also think outside the box as far as found materials, wood, metal, etc. It is advisable, especially for learning, to work on larger, rather than smaller surfaces.
- X-acto knife and bristol board for cutting stencils.

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. There will be times when you will have the opportunity to hashtag things on social media in which case the hashtag #SGUARTS206 will be used for consistency.

Final Projects

Each student will develop a concept and execute a painting consistent with the concept. Final projects will be graded on both concept and execution of work. We will discuss limitations and how that may improve the creative process.

Technology

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

Addendum

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

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

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

Course Schedule:

Week 1: Introductions

Week 2: Colour Theory, Colour Wheel, Colour studies

Week 3: Painting from photo reference (student's own)

Week 4: Still Life

Week 5: Critiques

Week 6: Intro to Oil Painting - Underpainting

Week 7: Grisaills

Week 8: Midterm - no class

Week 9: First layer of colour

Week 10: Second layer of colour/finishing

Week 11: Stencil making

Week 12: Stencil making

Week 13: Discuss Final Projects

Week 14: Work on Final Projects

Week 15: Final Project Presentation

Week 16: Finals Week - no class

Master Syllabus
School of Arts and Sciences Master Syllabi

PC Hardware & Operating Systems

Course
COMP 301
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: Mary Celestine, mcelesti@sgu.edu | 1473-444-4175 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.
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.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials: *Text:*

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)

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

Master Syllabus
School of Arts and Sciences Master Syllabi

Pediatrics Nursing Care: 1 Month - 19 Years

Course
NURS 314
Semester
Spring
Year
2022
Catalog

School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Jennifer Solomon PhD

Course Director Name: Jennifer Solomon PhD

Course Lecturer(s) Contact Information: jsolomon@sgu.edu/473-444-4175 ext. 3758

Course Director Contact Information: jsolomon@sgu.edu/473-444-4175 ext. 3758

Course Lecturer(s) Office Hours: Mondays & Wednesdays 9 am – 1 pm & Tuesdays – 1 pm – 3 pm

Course Director Office Hours: Mondays & Wednesdays 9 am – 1 pm & Tuesdays – 1 pm – 3 pm

Course Lecturer(s) Office Location: Leeward Hall, downstairs

Course Director Office Location: Leeward Hall, downstairs

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

Course Curriculum Information
Course Description:

This course focuses on infants', children's and adolescents' health and illness within the context of their families and relevant environments. Students will be challenged to think and respond critically and comprehensively regarding a variety of infant, child and adolescent health and illness situations from health promotion through end of life care. Course content will build on foundational knowledge from the basic and social sciences, humanities and previous clinical courses. Students will use family systems theory in the development of comprehensive plans of care for the newborn through adolescent with an emphasis on disease and injury prevention, nutrition, assessment and treatment of common pathologic conditions and disorders of development. Learning will be supplemented in the simulation lab and other settings.

Course Objectives:

1. To develop skills in providing nursing care to the child along the health/illness continuum, including psychosocial development and physical health promotion, risk reduction and illness care.
2. To begin to develop a personal philosophy of nursing and an understanding of the nursing process which provides a context for the care of children and their families.

Student Learning Outcomes:

1. Integrate theoretical knowledge from physical, behavioral and nursing sciences with nursing care for children and their families.
2. Demonstrate ability to understand the challenges of children with special needs in the community.
3. Assess children and adolescent for appropriate developmental and psychosocial functions.
4. List evidenced based therapeutic approaches and pharmaco-therapeutic regiments into the nursing plan of care for children with minor illnesses.

Program Outcomes Met By This Course:

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

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

NPO - 6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO – 7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO - 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Flag, J. (2017) Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family.

Ball, J. (2017) Principles of Pediatric Nursing Pearson

Course Grading Requirement:

- Clinical reasoning = 15%
- Scholarly Essay = 5%
- Presentations = 5%
- In class quiz = 15%
- Mid Term Exam = 20%
- End Term Exam = 40%

Course Requirements:

Students must complete all pre-reading, assignments, engage during class through discussion, attend both classroom and clinical labs.

Course Schedule:

Week	Lecture	Objectives	Reading/ Quiz	Assignments

one	Family-Centered Care and Cultural Considerations Genetic and Genomic Influences	Describe key concepts of family centered care. 2.2 Compare the characteristics of different types of families. 2.3 Contrast four different parenting styles and analyze their impact on child personality development. 2.4 Explain the effects of major family changes on children. 2.5 List the categories of family strengths that help families develop and cope with stressors. 2.6 Summarize the advantages of using a family or cultural assessment tool. 2.7 Develop a family-centered nursing care plan for the child and family. 2.8 Describe cultural influences on the family's beliefs about health, illness, and treatments. 2.9 Discuss nursing interventions for providing culturally sensitive and competent care to the child and family. Explain the role of genetic and genomic concepts in health promotion, disease prevention, screening, diagnostics, selection of treatment, and monitoring of treatment effectiveness. 3.2 Elicit a family health history and construct a genetic pedigree. 3.3 Incorporate knowledge of genetic and genomic influences and risk factors into assessment, planning, and implementation of nursing care. 3.4 Integrate basic genetic and genomic concepts into child and family education. 3.5 Understand implications of genome science on the nursing role with particular attention to ethical, legal, and social issues. 3.6 Discuss the significance of recent advances in human genetics and genomics and their impact on healthcare delivery.	Chapter two and three	Clinical reasoning Complete questions 2 and 3 on pg 65
Two	Growth and Development Pediatric Assessment	Describe the major theories of development as formulated by Freud, Erikson, Piaget, Kohlberg, social learning theorists, and behaviorists. 4.2 Recognize risks to developmental progression and factors that protect against those risks. 4.3 Plan nursing interventions for children that are appropriate for each child's developmental state based on theoretical frameworks. 4.4 Explain contemporary developmental approaches such as temperament theory, ecologic theory, and the resilience framework. 4.5 Identify major developmental milestones for infants, toddlers, preschoolers, school-age children, and adolescents. 4.6 Synthesize information from several theoretical approaches to plan assessments of the child's physical growth and developmental milestones. 4.7 Describe the role of play in the growth and development of children. 4.8 Use data collected during developmental assessments to implement activities that promote development of children and adolescents. Describe the elements of a health history for infants and children of different ages. 5.2 Apply communication strategies to improve the quality of historical data collected. 5.3 Demonstrate strategies to gain cooperation of a young child for assessment.	Chapter 4 and 5	Clinical reasoning Pg 97 answer the three questions Pg 143 answer the five questions

		5.4 Describe the differences in sequence of the physical assessment for infants, children, and adolescents. 5.5 Modify physical assessment techniques for the age and developmental stage of the child. 5.6 List five normal variations in pediatric physical findings (such as breast budding in a girl) found during a physical assessment. 5.7 Evaluate the growth pattern of an infant or child. 5.8 Distinguish between expected and unexpected physical signs to identify at least five signs that require urgent nursing intervention.		
Three	Health Promotion and Maintenance for the Toddler and Preschooler Health Promotion and Maintenance for the School age and adolescent	Describe the areas of assessment and intervention for health supervision visits for toddler and preschool children: growth and developmental surveillance, nutrition, physical activity, oral health, mental and spiritual health, family and social relations, disease prevention strategies, and injury prevention strategies. 8.2 State components of selfconcept for preschool children. 8.3 Plan health promotion and health maintenance strategies employed during health supervision visits of toddlers and preschoolers. 8.4 Discuss the importance of family in child health care, and include family assessment in each health supervision visit. 8.5 Integrate pertinent mental health care into health supervision visits for toddlers and preschoolers. 8.6 Examine data about the family and other social relationships to prioritize interventions and to maintain health of toddlers and preschoolers. 9.1 Identify the major health concerns of the school-age and adolescent years. 9.2 Describe the general observations made of schoolage children, adolescents, and families as they come to the “pediatric healthcare home” for health supervision visits. 9.3 Apply communication skills in interactions with school-age children and adolescents. 9.4 Apply assessment skills to plan data-gathering methods for nutrition, physical activity, oral health, and mental health status of youth. 9.5 Synthesize data from history and examination of the schoolage child and adolescent with knowledge of development to plan interventions appropriate during health supervision visits. 9.6 Plan with school-age children and adolescents to help them integrate activities to promote health and to prevent disease and injury.	Chapter 8 and 9 Quiz	
Four	Nursing Considerations for the Hospitalized Child The Child With a Chronic Condition	11.1 Compare and contrast the child’s understanding of health and illness according to the child’s developmental level. 11.2 Explain the effect of hospitalization on the child and family. 11.3 Describe the child’s and family’s adaption to hospitalization. 11.4 Apply family-centered care principles to the hospital setting. 11.5 Identify nursing strategies to minimize the stressors related to hospitalization. 11.6 Integrate the concept of family presence during procedures and nursing strategies used to prepare the family. 11.7 Summarize strategies for preparing children and families	Chapter 11 and 12	Clinical reasoning pg 230

		12.1 Explain the causes of chronic conditions in children. 12.2 Identify the categories of chronic conditions in children. 12.3 Describe the nurse's role in caring for a child with a chronic condition. 12.4 Assess the family of a child with a chronic condition. 12.5 Prepare the family of a child with a chronic condition to effectively care for the child in the home. 12.6 Summarize nursing management for the child with a chronic condition to support transition to school and adult living. 12.7 Discuss the family's role in care coordination		
Five	The Child With a Life-Threatening Condition and End-of-Life Care Pain Assessment and Management in Children	13.1 Summarize the effects of a life-threatening illness or injury on children. 13.2 Examine the family's experience and reactions to having a child with a life threatening illness or injury. 13.3 Identify the coping mechanisms used by the child and family in response to stress. 13.4 Develop a nursing care plan for the child with a life threatening illness or injury. 13.5 Apply assessment skills to identify the physiologic changes that occur in the dying child. 13.6 Develop a nursing care plan to provide family centered care for the dying child and family. 13.7 Plan bereavement support for the parents and siblings after the death of a child. 13.8 Evaluate strategies to support nurses who care for children who die. 15.1 Summarize the physiologic and behavioral consequences of pain in infants and children. 15.2 Analyze the behaviors of an infant or a child to assess for pain. 15.3 Assess the developmental abilities of children to perform a self-assessment of pain intensity. 15.4 Plan the nursing care for a child receiving an opioid analgesic. 15.5 Examine the role of nonpharmacologic (complementary) interventions in effective pain management. 15.6 Plan nursing care for a child in acute pain that integrates pharmacologic interventions and developmentally appropriate nonpharmacologic (complementary) therapies. 15.7 Develop a nursing care plan for the child with a chronic painful condition. 15.8 Develop a nursing care plan for assessing and monitoring the child having sedation and analgesia for a medical procedure.	Chapter 13 and 15	Complete clinical reasoning questions on pg 326
Six	Immunizations and Communicable Diseases Student presentation	16.1 Compare the vulnerability of young children and adults to communicable diseases. 16.2 Propose strategies to control the spread of infection in healthcare and community settings and the home. 16.3 Examine the role that vaccines play in reducing and eliminating communicable diseases. 16.4 Select the appropriate vaccines to administer to an infant, a toddler, a child entering kindergarten, an older school-age child, and an adolescent.		Clinical reasoning questions on page 47

		16.5 Plan the nursing care for children of all ages needing immunizations. 16.6 Outline a plan to maintain the potency of vaccines. 16.7 Create a parent education session that focuses on the care of infants and children with a fever. 16.8 Recognize common infectious and communicable diseases. 16.9 Develop a nursing care plan for the child with a common communicable disease.		
Seven	Alterations in Respiratory Function Alterations in Cardiovascular Function	20.1 Describe unique characteristics of the pediatric respiratory system anatomy and physiology and apply that information to the care of children with respiratory conditions. 20.2 Contrast the different respiratory medical conditions that can cause respiratory distress in infants and children. 20.3 Explain the visual and auditory observations made to assess a child's respiratory effort or work of breathing. 20.4 Assess the child's respiratory status and analyze the need for oxygen supplementation. 20.5 Distinguish between conditions of the lower respiratory tract that cause illness in children. 20.6 Create a nursing care plan for a child with a common acute respiratory condition. 20.7 Develop a school-based nursing care plan for the child with asthma. 20.8 Develop a home nursing care plan for the child with cystic fibrosis. 20.9 Contrast the signs of different injuries to the respiratory system. 21.1 Describe the anatomy and physiology of the cardiovascular system, focusing on the flow of blood and the action of heart valves. 21.2 Describe the pathophysiology associated with congenital heart defects with increased pulmonary circulation, decreased pulmonary circulation, mixed defects, and obstructed systemic blood flow. 21.3 Develop a nursing care plan for the infant with a congenital heart defect cared for at home prior to corrective surgery. 21.4 Create a nursing care plan for the child undergoing open heart surgery. 21.5 Recognize the signs and symptoms of congestive heart failure in an infant and child. 21.6 Develop a nursing care plan for a child with congestive heart failure. 21.7 Differentiate among the heart diseases that are acquired or begin development during childhood. 21.8 Develop a nursing care plan for a child with Kawasaki syndrome. 21.9 List strategies to reduce a child's risk of adult onset cardiovascular disease. 21.10 Plan the nursing management of hypovolemic shock.	Chapter 20 and 21	Clinical reasoning pg 561
Eight	Mid Term			
Nine	The Child With Cancer	24.1 Describe the incidence, known etiologies, and common clinical manifestations of cancer. 24.2 Synthesize information about diagnostic tests and clinical therapy for cancer to plan comprehensive care for children undergoing these procedures. 24.3 Integrate information about oncologic emergencies into plans for monitoring all children with cancer.	Chapter 24 and 25	Clinical Reasoning pg 697

	Alterations in Gastrointestinal Function	24.4 Recognize the most common solid tumors in children, describe their treatment, and plan comprehensive nursing care. 24.5 Plan care for children and adolescents of all ages who have a diagnosis of leukemia. 24.6 Prioritize elements of comprehensive care planning for children with softtissue tumors. 24.7 Analyze the impact of cancer survival on children and use this information to plan for ongoing physiologic and psychosocial care in the children's futures. 25.1 Describe the general function of the gastrointestinal system. 25.2 Discuss the pathophysiologic processes associated with specific gastrointestinal disorders in the pediatric population. 25.3 Identify signs and symptoms that may indicate a disorder of the gastrointestinal system. 25.4 Contrast nursing management and plan care for disorders of the gastrointestinal system for the child needing abdominal surgery versus the child needing nonoperative management. 25.5 Analyze developmentally appropriate approaches for nursing management of gastrointestinal disorders in the pediatric population. 25.6 Plan nursing care for the child with an injury to the gastrointestinal system.		
Ten	Alterations in Genitourinary Function Alterations in Neurologic Function	26.1 Describe the pathophysiologic processes associated with genitourinary disorders in the pediatric population. 26.2 Develop a nursing care plan for the child with a urinary tract infection. 26.3 Discuss the nursing management of a child with a structural defect of the genitourinary system. 26.4 Outline a plan to meet the fluid and dietary restrictions for the child with a renal disorder. 26.5 Identify growth and developmental issues for the child with chronic renal failure. 26.6 Plan nursing care for the child with acute and chronic renal failure. 26.7 Summarize psychosocial issues for the child requiring surgery on the genitourinary system. 27.1 Describe the pediatric differences associated with the anatomy and physiology of the neurologic system. 27.2 Choose the appropriate assessment guidelines and tools to examine infants and children with altered levels of consciousness and other neurologic conditions. 27.3 Differentiate between the signs of a seizure and status epilepticus in infants and children, and describe appropriate nursing management for each condition. 27.4 Differentiate between signs of bacterial meningitis, viral meningitis, encephalitis, and Guillain-Barré syndrome in infants and children. 27.5 Develop a plan of nursing care for the child hospitalized with an acute neurologic condition. 27.6 Develop a nursing care plan for the infant with hydrocephalus and spina bifida. *27.7* Plan family-centered nursing care for the child with cerebral palsy in a community setting. 27.8 Contrast the appropriate initial nursing management for mild versus severe traumatic brain injury. 27.9 Discuss initiatives to prevent drowning in children.	Chapter 26 and 27	Clinical reasoning pg 78

Eleven	Guest Lecture Alterations in Musculoskeletal Function	29.1 Describe pediatric variations in the musculoskeletal system. 29.2Plan nursing care for children with structural deformities of the foot, leg, hip, and spine. 29.3 Recognize signs and symptoms of infectious musculoskeletal disorders and refer for appropriate care. 29.4 Partner with families to plan care for children with musculoskeletal conditions that are chronic or require longterm care. 29.5 Prioritize nursing interventions to promote safety and developmental progression in children who require braces, casts, traction, and surgery. 29.6 Develop a nursing care plan for fractures, including teaching for injury prevention and nursing implementations for the child who has sustained a fracture..		
Twelve	Alterations in Endocrine Function Student presentations Alterations in Skin Integrity Compare skin conditions that have a hereditary cause or predisposition. Prepare an education plan for adolescents with acne to promote self-care. Summarize the process to measure the extent of burns and burn severity in children. Contrast preventive strategies to reduce the risk of injury from burns, hypothermia, bites, and stings.	31.1 Classify the characteristics of skin lesions caused by irritants, drug reactions, mites, infection, and injury. 31.2 Differentiate among the stages of wound healing. 31.3 Compare skin conditions that have a hereditary cause or predisposition. 31.4 Plan the nursing care for the child with alterations in skin integrity, including dermatitis, infectious disorders, and infestations. 31.5 Prepare an education plan for adolescents with acne to promote self-care. 31.6 Summarize the process to measure the extent of burns and burn severity in children. 31.7 Develop a nursing care plan for the child with a full thickness burn injury. 31.8 Contrast preventive strategies to reduce the risk of injury from burns, hypothermia, bites, and stings.		Clinical reasoning pg 897
Thirteen	Alterations in Immune Function Alterations in Hematologic Function	22.1 Describe the structure and function of the immune system and apply that knowledge to the care of children with immunologic disorders. 22.2 Summarize infection control measures needed for children with an immunodeficiency. 22.3 Develop a nursing care plan in partnership with the family for a child with human immunodeficiency virus (HIV infection). 22.4 Plan nursing care for the child with an autoimmune condition such as systemic lupus erythematosus or juvenile arthritis.		Clinical reasoning pg 608

		22.5 Identify exposure prevention measures for the child with latex allergy. 22.6 Determine nursing interventions and prevention measures for the child experiencing hypersensitivity reactions. 23.1 Describe the function of red blood cells, white blood cells, and platelets. 23.2 Discuss the pathophysiology and clinical manifestations of the major disorders of red blood cells affecting the pediatric population. 23.3 Discuss the pathophysiology and clinical manifestations of the selected disorders of white blood cells affecting the pediatric population. 23.4 Discuss the pathophysiology and clinical manifestations of the major bleeding disorders affecting the pediatric population. 23.5 Plan the nursing management and collaborative care of a child with a hematologic disorder. 23.6 Prioritize nursing interventions for a child receiving hematopoietic stem cell transplantation (HSCT).		
Fourteen	Alterations in Eye, Ear, Nose, and Throat Function Guest Lecture	19.1 Identify anatomy, physiology, and pediatric differences in the eye, ear, nose, and throat of children and adolescents. 19.2 Describe abnormalities of the eyes, ears, nose, throat, and mouth in children. 19.3 Carry out screening programs to identify children with vision and hearing abnormalities. 19.4 Plan nursing care for children with vision or hearing impairments. 19.5 Select and apply latest recommendations when implementing care and teaching for children with abnormalities of eyes, ears, nose, throat, and mouth. 19.6 Integrate preventive and treatment principles when implementing health promotion for children related to eyes, ears, nose, and throat.		
Fifteen	Alterations in Mental Health and Cognitive Function REVIEW END OF TERM	28.1 Define mental health and describe major mental health alterations in childhood. 28.2 Discuss the clinical manifestations of the major mental health alterations of childhood and adolescence. 28.3 Plan for the nursing management of children and adolescents with mental health alterations in the hospital and community settings. 28.4 Describe characteristics of common cognitive alterations of childhood. 28.5 Use evidence-based practice to plan nursing management for children with cognitive alterations. 28.6 Establish and evaluate expected outcomes of care for the child with a cognitive alteration		
Sixteen	End of term			

Master Syllabus
School of Arts and Sciences Master Syllabi

Personal Finance

Course
BUSI 207
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences

Syllabus Section
General Course Information
Course Lecturer Name(s): Zanifa Payne

Course Director Name: N/A

Course Lecturer(s) Contact Information: Phone:(473) 444-4175 (ext:3724) Email: zpayne@sgu.edu

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays & Wednesdays 10am-12pm and 1pm to 4pm or by appointment via email.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Caribbean House (next to CAE)

Course Director Office Location: N/A

Course Support: Tracy Fortune tfortune@sgu.edu (ext. 3373) & Mahalia Charles mcharl11@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:

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 to plan their future and make smart financial decisions throughout their lives.

Student Learning Outcomes:

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.
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 posibilities with real estate.

Program Learning Outcomes:

General Education:

1. Develop quantitative literacy skills and confidence using data and evidence
2. Apply ethical standards as professionals, members of the community, and as responsible leaders
3. Apply a variety of media, methods, and technology towards thinking divergently, building awareness, and striving for problem solving innovation.

Accounting:

1. Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision-making (ISLO-2).
2. Students will be able to demonstrate effective written and oral communication skills (ISLO-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:

Text: Personal Finance: Turning Money into Wealth, Arthur J. Keown (6th edition) (On ProQuest)

Supplementary Readings/Resources: 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 final grade**. Please email all excuses.
3. Midterm. **Closed book, closed notes.** The exam will be administered in the room assigned 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 in the room assigned at the allotted time in the exam schedule.
6. Participation.

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 and Health, Property and Liability Insurance

Master Syllabus
School of Arts and Sciences Master Syllabi

Physics for Life Sciences

Course
PHYS 200
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Director Name: Ms. Sharlene Beharry Course Lecturer Name(s): Ms. Sharlene Beharry

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

Course Director Contact Information: 473 444 4175 Ext 3819; sbeharry@sgu.edu Course Lecturer(s) Contact Information: 473 444 4175 Ext 3819; sbeharry@sgu.edu

Course Director Office Hours: Tuesdays 1 pm – 3 pm. email sbeharry@sgu.edu for a meeting time

Course Lecturer(s) Office Hours: Tuesdays 1 pm – 3 pm. email sbeharry@sgu.edu for a meeting time

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

Course Curriculum Information
Course Objectives:

This course will introduce students over a period of one semester to many of the basic principles and concepts in Physics. It includes base and derived units, vectors and scalars, kinematics in one and two dimensions , dynamics, circular motion and gravitation, equilibrium, elasticity, fluids and hydrostatics, fluid dynamics, vibration and waves, sound, electrostatics, current electricity, magnetism, light and basic geometrical optics, heat , introductory atomic and nuclear physics.

LEARNING OUTCOMES FOR PHYS 200 - PHYSICS FOR LIFE SCIENCES

At the end of PHYS 200 students are expected to

1. Understand the basic terms and laws of Physics.
2. Apply the laws of Physics in the areas of Mechanics, Electricity, Magnetism, Waves, Optics, Acoustics, Heat and Atomic and Nuclear Physics.
3. Apply Mathematics (non-calculus) in solving problems in Physics.
4. Apply the basic concepts and laws to the life sciences.
5. Use of laboratory experiments in understanding fundamental laws and concepts in Physics

Program Outcomes Met by this Course (Pre -Med, Post Bac, Pre Vet)

PLO1 Apply the scientific process for conduction laboratory and diagnostic experiments testing hypothesis , interpreting data and communicating results.

PLO2	Apply knowledge of the basic structures and fundamental processes of life at the molecular, cellular and organismal levels.
PLO3	Apply knowledge of the structure and function of the human body to health issues.
PLO4	Apply knowledge of the of the interaction of atoms, molecules and biochemical processes that define organic and inorganic matter.
PLO5	Demonstrate effective communication of scientific knowledge.
PLO6	Demonstrate problem solving and critical thinking skills.

Program Outcomes: Marine, Wildlife, and Conservation Biology (Honors) Program (MWC-PLO) A student completing the Marine, Wildlife, and Conservation (Honors) program should be able to:

MWC-PLO1.	**KNOWLEDGE**: Apply knowledge of the biological and physical components of life and use this knowledge to understand the interrelationships of organisms with each other and their physical environments.
MWC-PLO2.	**APPLICABILITY**: Analyze key global ecological and conservation issues to promote long-term species viability and health of marine and terrestrial environments, with an emphasis on the Caribbean.
MWC-PLO3.	**RESEARCH**: Apply scientific method, ecological and quantitative concepts, and technical skills to design and conduct novel field and laboratory experiments, while considering ethical and regulatory implications.
MWC-PLO4.	**COMMUNICATION & CRITICAL THINKING:** Use relevant scientific literature and demonstrate independent, critical thinking while communicating scientific knowledge effectively in different media.

COURSE CONTENT

PHYSICAL QUANTITIES

Physical quantity, base quantities and units, derived quantities and units, Errors precision and accuracy

VECTORS AND SCALARS

Scalar and vector quantities, addition and subtraction of vectors, resolution of vectors into components

KINEMATICS IN ONE AND TWO DIMENSIONS

Displacement, velocity, acceleration, linear uniformly accelerated motion, equations of motion and application, simple projectiles.

DYNAMICS

Forces, Newton's Law of motion, Friction, linear momentum and collisions, work, power and energy,

CIRCULAR MOTION AND GRAVITATION

Angular velocity, centripetal acceleration, kinematics of circular motion, dynamics of circular motion, Newton's law of gravitation, satellites and weightlessness

EQUILIBRIUM AND ELASTICITY

Principle of moments, conditions necessary for equilibrium, Elasticity, stress and strain and stability, Hooke's law, Young's modulus and fracture

FLUIDS AND HYDOSTATICS

States of matter, Density, Specific gravity, Pressure, Pressure in a liquid, Atmospheric Pressure, Gauge Pressure, Pascal's Principle, Pressure measurement, Aneroid and Mercury Barometers, Archimedes Principle

FLUID DYNAMICS

Streamline and turbulent flow, Equations of continuity, Bernoulli's Equation, Surface Tension and Capillarity

VIBRATION AND WAVES

Simple Harmonic motion, Damped harmonic motion, Forced vibrations and resonance, wave motion, Types of waves, reflection and refraction, diffraction and interference

SOUND

Characteristics of sound, Intensity and amplitude, dB scale, the human ear and its response to sound, vibrating columns, strings and resonance, quality of sound and noise, shock wave and sonic boom, introduction to ultrasonics in medicine

ELECTROSTATICS

Electrostatics, Electric Charge, History, The Electric Force (between two charges and a multiplicity of charges), Coulomb's Law, Electric Field, Methods of determining the Electric Field for simple situations , Charge density (line, surface, volume), Dipole, Gauss's Law with simple applications, Movement of charge in electric field, Electric Potential, Relation to Electric Field, Voltage, Electric Potential for simple situations, Capacitance, Capacitors in Series and Parallel, Dielectrics, Energy stored, The CRO, Applications of Electrostatics.

CURRENT ELECTRICITY

Definition of Electric current ,Definition at the microscopic level. Current density, Ohm's Law, Resistivity, Resistances in series and parallel, Voltage sources, Voltmeters and Ammeters, Simple DC Electrical circuits, Kirchhoff's Laws , Power Dissipated, Household Electricity. Alternating current (AC), Rms value , Peak to peak value, Impedance, Ohm's Law for AC circuits, Impedance for pure resistance , inductance and capacitance, Phase between voltage and current, Phasors, Power dissipated , Charging and discharging capacitors, Series Resonance (R,L,C)

MAGNETISM

Some History, Why Magnetic Force cannot be defined as gravitational and electric force, Definition of Magnetic Force, The Magnetic Field, Force on a wire carrying a current, Force between two wires, Gauss's Law for Magnetic Field, Biot- Savarts Law, Ampere's Law , Faraday's Law, Magnetic Fields for simple structures, solenoid and electromagnets, Transformer, Electric bell, Electric Motor and Generator, Loudspeaker, Mass spectrometer, Magnetic materials, Inductance

HEAT AND THERMODYNAMICS

Temperature, thermometers, Temperature scales, Thermal Equilibrium, Linear Expansion, Gas Laws and Absolute Temperature, Mechanical Equivalent of Heat, Specific Heat, Calorimetry, Latent Heat, Heat Transfer, Greenhouse Effect, Global Warming.

LIGHT AND GEOMETRICAL OPTICS

Waves and Rays, Reflection, Refraction, Mirrors (plane, concave and convex), Thin Lenses (convex and concave), Image formation, Wave effects, The Human Eye and Optical Defects, Accommodation, Introduction to and application of lasers

ATOMIC AND NUCLEAR PHYSICS

Blackbody radiation, Planck's Quantum Hypothesis, Photon theory and Photoelectric Effect, Bohr's Model, Binding Energy, X rays, The atomic Nucleus, radioactivity, Half-life and rate of decay.

ASSESSMENT

Class assignments/ quizzes:

- Quiz # 1 [5%] 3rd February 2022
- Quiz # 2 [5%] 3rd March 2022
- Quiz # 3 [5%] 7th April 2022
- Physics Dairy [10%] 22nd April 2022

The breakdown of the overall grade will be as follows:

- Class Exams and assignments: 25%
- Midterm examination: 25%
- Laboratory work: 25%
- Final Exam: 25%

Note:

1. *Assignments submitted past deadline time and date will be subjected to a late mark penalty of minus 2% of the assignment weighting unless permission is granted by the instructor.*
2. *All assignments are to be submitted on Sakai in pdf format and not emailed to the instructor unless permission is granted.*

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

1. **Physics: Principles with Applications –** Douglas C Giancoli **7th edition. Pearson.** Accessible via SGU Library in ProQuest ProQuest. **https://periodicals.sgu.edu/login?url=https://ebookcentral.proquest.com/lib/sgugd/detail.action?docID=5 185734**
2. **College Physics: A Strategic Approach – Knight, Jones and Field. 3rd edition. Pearson.** Accessible SGU Library in ProQuest **https://periodicals.sgu.edu/login?url=https://ebookcentral.proquest.com/lib/sgugd/detail.action?docID=5185812**
3. Supplementary Readings
    1. Lecture Notes
    2. Laboratory scripts
    3. Internet resources

Tentative Course Schedule (dates are subjective to change)

WEEK	SECTION	LAB/ QUIZ/ EXAM
1	Physical Quantities; base quantities and units; derived quantities; Errors and precision; Vectors and Scalars; addition, subtraction; resolution into components.	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: Thur 3rd Feb 2022
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;	Lab 5
7	Diffraction and interference; sound; vibrating columns and strings; resonance; applications	Quiz #2: Thur 3rd Mar 2022
8	Midterm Examination	MIDTERM
9	Electrostatics: Electric charge; Electric Force; Coulomb's law; Electric field; Electric field lines. Electric Flux; Calculation of Electric Field; Gauss's Law; Work; Energy and Electric Potential; Capacitance	Lab 6
10	Current Electricity; Ohm's law; Resistances in series and parallel; Energy stored; power; Simple DC circuits; Household Electricity; AC circuits	Lab 7
11	Magnetism: The magnetic force; Magnetic Field; force on a wire; torque on a rectangular coil; Biot Savart law; Ampere's law; applications to long straight wire; toroid and solenoid; Faraday's Law; transformers	Lab 8
12	Light and Geometrical Optics: Waves and rays; Reflection; refraction; mirrors (plane; convex and concave); Thin lens (convex and concave); image formation; Human eye	Quiz #3: Thur 7th Apr

13	Heat and thermodynamics; Temperature; thermal equilibrium; Linear expansion; specific heat and Calorimetry; latent heat; Introduction to atomic and Nuclear Physics	Lab 9 & 10
14	Introduction to fluids	Physics Dairy Fri 22nd Apr 2022 @ 12 noon
15	Review	
16	Final Exam	FINAL EXAM

Master Syllabus
School of Arts and Sciences Master Syllabi

Practicum III Pediatrics

Course
NURS 323
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Salisha Phillip, BSN

Course Lecturer(s) Contact Information: 444-4175, EXT.3021 (sphill10@sgu.edu)

Course Lecturer(s) Office Hours: Mondays (11:00 AM – 2:00PM) and Tuesdays 9:00 AM - Noon

Course Director Office Hours: Monday (10:00 AM – Noon; 2:00 PM -4:00PM)

Course Lecturer(s) Office Location: Leeward Hall, downstairs

Course Director Office Location: Leeward Hall, downstairs

Course Support: CECILIA George McSween cgeorge@sgu.edu, ext. 3095 and Kandis Roberts, KRobert3@sgu.edu, ext. 3769

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

Course Curriculum Information
Course Description:

This course is an introduction to the field of pediatric nursing in the practice setting relating the theory to the skills necessary to care for children and adolescents during adaptive and maladaptive states. Students will have dedicated clinical experiences in community based and pediatric setting. Students will also be exposed to clinical laboratory experiences including refinement of psychomotor skills and simulation activities related to pediatric nursing. The clinical course allows the application of nursing skills, knowledge, and critical thinking necessary for safe effective nursing care of pediatric populations.

Course Objectives:

Demonstrate knowledge of the conditions common to children within the Caribbean and wider community. Utilize appropriate health assessment, communication and critical inquiry skills and to deliver care to this population. Demonstrate knowledge of the needs of the child in respect to physical, social, mental and emotional development. Show understanding and collaboration in terms of the role of the parent and significant others in assessing, planning, implementing and evaluating children's care. Apply evidence-based findings and ethical considerations of the care of children.

Student Learning Outcomes:

Obstetrics

1. Apply nursing and other scientific knowledge skills and attitudes to provide safe and effective care to the childbearing family.
2. Demonstrate use of the nursing process to deliver care during the ante-partum, intrapartum and postpartum periods to the mother and family.
3. Apply the ethical legal framework and provide nursing care to the Child Bearing Family while following established protocols and standards.
4. Report collaboration with the interdisciplinary team to establish policies and program to affect child bearing and rearing practices and population growth.

Pediatrics

1. Describe the basic concepts of nursing including healthcare delivery, critical thinking, ethical decision making, nursing process, health education, health promotion, and health assessment.
2. Choose appropriate assessment tools and techniques as the basis for delivering nursing care.
3. Identify characteristics of chronic conditions and implications for people with chronic conditions and for their families
4. Compare and contrast alternative approaches and priorities of care dependent on the patient's needs.

Program Outcomes Met By This Course:

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

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

NPO- 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO- 6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO- 7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO- 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: See SAKAI

Supplementary Readings/Resources: See SAKAI

Course Grading Requirement:

Assignment	Percentage
Clinical Learning Rubric	5
Clinical Objective Rubric	5
Self-Assessment Rubric	5
Punctuality/Professionalism	5
Journals	5
Care- Plan	10
Quizzes/Skills Checkoff	10
Midterm	25
Final	30
Total	100

Course Requirements:

Students will be required to:

1. Attend all Hospital/Clinical rotations;
2. Conduct themselves in an appropriate manner, including being respectful to the opinions of others;
3. Listen carefully to instructions given. If you go not understand, ask the instructor, preceptor or mentor;
4. Bring the necessary supplies required for clinical practice (pen, notepad, stethoscope, second hand watch)

Obstetrics/Gynecology

Course Schedule:

Week One	**Introduction to Maternity and Obstetric equipment**
Week Two	**Obstetric and GYN History Taking EDC Birth wheel**
Week Three	**Nutrition for child Bearing families**
Week Four	**Prenatal Assessment (Fundal check, breast assessment, pad assessment).**
Week Five	**Medication Calculation Review**
Week Six	**Medication Administration** **(subcutaneous, Intramuscular, Intravenous)**
Week Seven	**Fetal Monitoring of Woman in Labor**

Week Eight	**M I D T E R M**
Week Nine	**Complications of Pregnancy (cord complication, preeclampsia, Placentia Previa , Abruptio Placenta)**
Week Ten	**Apgar Scoring**
Week Eleven	**Vaccination , Newborn assessment, medication administration(Hep-B, eye ointment)**
Week Twelve	**Maternal and Child Nutrition (diet and Breastfeeding)**
Week Thirteen	**Post- Natal Assessment, identification of early signs of Maternal distress (heamorrhage)**
Week Fourteen	**Family Planning and Child Spacing**
Week Fifteen	Review of Materials/ Med Math
Week Sixteen	**F I N A L**

Pediatrics

Week One	**Social, Cultural, religious influences on Child Health Promotion**
Week Two	**Communication & Physical Assessment of the child. Pain Assessment & Management in children**
Week Three	**Health problems in newborn, infant, toddler, preschool & adolescent**
Week Four	**Hereditary influences on Health Promotion**
Week Five	**Psychosocial issues, behavioral disorders and issues, neglect, abuse**
Week Six	**Care of the child with chronic illness or disability**
Week Seven	**Medication Administration**
Week Eight	**M I D T E R M**
Week Nine	**The child with Renal Dysfunction**
Week Ten	**Cardiovascular disease in children**
Week Eleven	**Endocrine Dysfunction in children**
Week Twelve	**Gastrointestinal Dysfunction in children**
Week Thirteen	**Children with Respiratory Dysfunction**
Week Fourteen	**The child with immunologic alteration.** **Active/passive immunity.** **Prevent the spread of organisms**
Week Fifteen	**The child with Neurological disorders**
Week Sixteen	F I N A L

Master Syllabus
School of Arts and Sciences Master Syllabi

Principles and Theories of Learning

Course
PSYC 211
Semester
Spring
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Lenise Paul

Course Director Name: Dr. Ian Baptiste

Course Lecturer(s) Contact Information: lpaul4@sgu.edu

Course Director Contact Information: ibaptist@sgu.edu; x3651

Course Lecturer(s) Office Hours: By Appointment

Course Director Office Hours: Mon & Wed: 2:00 – 5:00 PM

Course Lecturer(s) Office Location: Online

Course Director Office Location: Online

Course Support: Technology-enhanced learning through the use of the SAKAI course management software, and the Examplify 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

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:

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:

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 = 64.4% 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.

Course Grading Requirement:

Students are graded as follows:

1. Quiz 1 (MCQs) (Feb 09) 10%
2. Panel discussion (Jan 31, Feb 16, 23) 15%
3. Midterm exam (MCQs) 20%
4. Video analysis (team assignment; Apr 06 – 27) 30%
5. Final exams (MCQs) 25%

Course Schedule:

DATE	**TOPIC**
Week 1 Jan 17, 19	Course introduction
Week 2 Jan 24, 26	Preparation for panel discussions
Week 3 31, 02	Student Panels on **Connectionism** and **Classical Conditioning** Instructor Review of Connectionism
Week 4 Feb 07, 09	Independence Day (Feb 08, public holiday) Quiz 1 – MCQs on Connectionism
Week 5 Feb 14, 16	Instructor review of Classical Conditioning Student Panels on **Operant Conditioning** and **Gestalt Theory**
Week 6 Feb 21, 23	Instructor Review of Operant Conditioning Student Panels on **Social Cognitive Theory** and **Genetic Epistemology**
Week 7 28, 02	Instructor Review of Gestalt Theory Instructor Review of SCT
Week 8 Mar 07 -11	Midterm week – no classes Midterm exam
Week 9 Mar 14, 16	Activity Theory
Week 10 Mar 21, 23	CHAT
Week 11 Mar 28, 30	Course Review
Week 12 Apr 04, 06	Course Review Video Analysis- Team Presentations
Week 13 Apr 11, 15	Video Analysis - Team Presentations
Week 14 Apr 21	Apr 18 – Easter Monday – no class Video Analysis - Team Presentations

Week 15 Apr 25, 27	Video Analysis - Team Presentations
Week 16 May 2-6	Final exams week – no classes

Master Syllabus
School of Arts and Sciences Master Syllabi

Principles of Management

Course
BUSI 205
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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 1-3pm; Tues, Thurs 11:00am-12pm

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; Mahalia Charles- mcharl11@sgu.edu Ext 3863

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

Course Curriculum Information
Course Description:

This course is designed to give students an understanding of the key functions of management which include Planning, Organizing, Leading and Controlling. Students will learn about the functions and roles of a manager, the strategic management process, various business approaches to planning, organizational design elements, leadership styles, systems of communication, various controls within an organization and how to manage the organization for quality and productivity.

Course Objectives:

1. Develop an appreciation for the field of management

2.Describe the importance of Planning for Managers

3.Describe how organizing allows managers to be effective through the organizational design elements

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

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

6.Explain why controlling is a necessary process for management in assessing the quality and the productivity of the organization

Student Learning Outcomes:

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

1. Use Case studies and written assessments to identify managerial functions of planning, organizing, leading, and controlling within any organization
2. Determine the appropriate use of the organizational design elements
3. Use a business simulation to implement a strategic plan and assess its effectiveness using a balance score card method of total customer satisfaction, cups sold and revenue.
4. Use a business simulation to identify and assess problems within organizations and determine solutions
5. Apply the knowledge of rationale decision making to management problems in a business simulation
6. Improve skills in written and oral communication

Program Outcomes Met By This Course:
ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Mary Coulter & Stephen P. Robbins , Management (14th 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%

Group Case Study: 15%

Quiz #2 using Examsoft: 20%

Business Simulation Written Paper: 25%

Business Simulation Presentation: 15%

Total: 100%

Course Requirements:

Students are required to:

1. Complete a Plagiarism Certificate with the Indiana University. As part of this course you are asked to go to the Indiana University site to complete the plagiarism test and submit your certificate via Sakai drop box. The website can be found by googling "how to recognize plagiarism" or the Website's URL is https://plagiarism.iu.edu/plagiarism_test.htm
2. Group Case Study- Groups will complete and submit their individual case study assignment via Sakai.
3. Complete two (2) Quizzes - One quiz will be before midterm and the other quiz before final exams. The quizzes will be online quizzes via Examsoft. The content will reflect the textbook material and any other supporting materials provided during class. Students must ensure to determine if their computers are compatible and have the software needed to complete the exam. Speak to examination services for assistance.
4. Be a part of an online business called: "Biz Café"
    1. 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- Managing the External Environment and the Organization Culture

Students are put into groups to work on assignments and operate their online business

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

- Week #3 and Week #4

Chapter 3- Global Management

Chapter 5- Social Responsibility and Ethics

Plagiarism Certificate due via Sakai Drop Box on Thursday Week #4

- Week #5

Chapter 9- Managing Strategy

Chapter 7- Planning

- Week #6

Week #6 Tuesday Review for Quiz #1

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

- Week #7

Online Business Simulation practice for one week during Week #7 then the simulation begins during Week #9

- Week# 8

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

- Week #9 , #10

Chapter 10- Fostering Entrepreneurship

Chapter 11- Foundations of Organizational Design

- Week #11 and #12

Chapter 2- Decision Making

Chapter 13- Creating and Managing Teams

Chapter 16- Communications

- Week #13

Chapter 17- Leadership

Chapter 18 Foundations of Control

- Week #14

Review for Quiz #2 Tuesday

Quiz #2 (During class time (11:00am-12:30pm)via Examsoft -(Chapter 10, 11, 13, 2, 16,17 and 18)

- Week #15

The Simulation Written Report is due at 10am via Sakai on Tuesday of Week #15

- Week #16

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

Master Syllabus
School of Arts and Sciences Master Syllabi

Principles of Marketing

Course
BUSI 204
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Naline Ramdeen-Joseph

Course Director Name: Same as above

Course Lecturer(s) Contact Information: njoseph@sgu.edu (473) 444 4175 Ext 3747

Course Director Contact Information:N/A

Course Lecturer(s) Office Hours: Monday- Thursday 1:00-3:30pm Friday 1:00-3:00pm appointment via Zoom

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; Mahalia Charles- mcharl11@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
- 2.Explain the key concepts in marketing e.g. marketing strategy, marketing objectives and the marketing plan
- 3.Discuss the marketplace/ environment- internal and external, local, and international and how these impacts the business environment
- 4.Assess the importance of marketing information/data (primary and secondary) to gain customer insights
- 5.Explain the marketing research process

- 6.Analyze the marketing mix the 4P's and the promotional/communication mix strategy and their role in building awareness and increasing sales
- 7.Discuss the role of web marketing and social marketing platforms in marketing
- 8.Explain the importance of ethics and social responsibility in marketing

STUDENT LEARNING OUTCOMES

By the end of this course students will be able to:

- 1.Discuss the role of marketing as a business strategy especially in planning, positioning, branding, and differentiation
- 2.Describe the micro and macroeconomic factors impacting the consumer and business buyer behavior
- 3.Apply the appropriate communication mix/promotional tools a project proposal for business or organization
- 4.Describe and apply technological and social marketing tools utilized in a marketing and business environment
- 5.Use marketing information (data quantitative and qualitative data) to make sound marketing decisions
- 6.Create and orally present a marketing plan for a new or existing business venture utilizing the 4's P
- 7. Explain the importance of ethics and social responsibility in the field pf marketing

PROGRAM INTENDED STUDENT LEARNING OUTCOMES MET BY THIS COURSE:

ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

SAS Grading Scale Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

TEXT

Text: 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.

TEACHING METHODOLOGY

Lectures / Case Studies /Groups / Online/ Practicum

Course Requirements and Percent of Grade:

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 26th April 2022 at 7pm.**

Please note that Project Outlines must be presented to Lecturer for approval by April 5th 2022, to ensure that you meet the project requirement. You can submit earlier if you wish.

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 your island. 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 electronical/ computer voice over is allowed.**

The various evaluation criteria will be weighted as follows:

ITEM	WEIGHT
Midterm	20
Group Case Presentation	15
Individual Research Paper	30
Class Exercises	15
Practicum at the University Club (100% Attendance is required)	20
TOTAL	**100**

RUBRIC for GRADING PAPERS

Rubric for the Individual Assignments Where Applicable

Criteria	Points	Exemplary 90-100	Good 89-80	Fair 79-70	Poor 69 and Under
Critical **Elements:** Student critically analyzes the situation to the concepts learnt on the subject. Research on the topic and application of the knowledge	40	Student demonstrates and thorough understanding of the concepts taught and utilizes research to support the material discussed	Student demonstrates a reasonable understanding of concepts taught and supports the topic by providing some evidence and information	Student demonstrates a fair understanding of the concepts taught and provides limited information	Students demonstrates poor understanding of the topic with minimal or irrelevant information
Organization: The submission is well organized. Introduction and objectives clearly stated. The format is easy to follow, flows smoothly from one idea to another and logically conveys the key ideas. Use of aids: example charts and graphs	30	Information flows smoothly with critical analysis and excellent development of ideas	Information flows reasonably well with some level of analysis and development	Information flows fairly but with limited development and critical thinking	Information is disjointed with no analysis and poor, no or irrelevant reflection
Style and Grammar: Follows APA writing style and basic rules of formal English grammar and written essay style. Paper follows the guidelines for written assignments	30	Well written with excellent communication and writing skills	Information is generally clear and reasonable development of ideas and competency demonstrated	Information flow is fairly developed with average competency demonstrated	Poorly developed with little understanding
Total Marks Possible	**100**				

Scale

Exemplary 90-100	Good 89-80	Fair 79-70	Poor 69 and Under

Rubrics for Class Presentations

Criteria	Points	Scores
Sequence		
Introduction	2	
Development of topic/ Dept of research	4	
Conclusion	2	
SUB – TOTAL	**8**	
Use of Presentation Aids		
Diagrams, charts, tables etc.	4	
SUB-TOTAL	**4**	
Presentation Skills		
-Enunciation,	2	
Eye contact	2	
Volume	2	
Posture/Appropriate dress	2	
SUB- TOTAL	**8**	
GRAND TOTAL	**20**	

Scale

Content	Excellent	Average	Poor
	3	**2**	**1**
1.Production	The product shows strong evidence that the product was well researched and thought out. There is strong evidence of critical thinking and originality	The product shows evidence that the product was well researched and thought out. There is fair evidence of critical thinking and average originality	The product does not show evidence that the content was well researched and thought out. The product lacked critical thinking and originality.
2. Design/ Creativity/ Quality/ Originality	The design was original and innovative, had superior craftmanship and demonstrated attention to detail, proper materials were used in the design of the product.	Some originality shown however, students incorporated other product ideas to create the design. Some craftsmanship and attention to detail were present. Proper materials were used in/ on most of the product.	Clear absence of originality and creativity. Students disregarded detail and work was sloppy and poor/ improper materials were used on the majority of the design.

Exemplary 20-18	**Good 17-15**	**Fair 14-12**	**Poor 11-0**

Rubric for Product and Powerpoint Presentation

Students' Name/Group #_____

Assessor's Name_____ Date: _____ Start time_____ End time_____

3.Presentation Skills/Sequence/ Flow • Introduction with clearly stated objectives • Articulation and Development of ideas	Excellent introduction with clearly stated objectives and a logical and smooth flow of ideas, with a smooth conclusion	Good introduction with stated objectives, good flow of ideas and concepts and a good conclusion	Poor organization and failure to state objectives. Does not introduce ideas and evidence in a clear and logical manner. Presentation lacked smooth transition and ends abruptly without a conclusion
4. Time Management	Excellent time management. Completed the presentation in the allocated time of 15 minutes with 5 minutes for questions and answers.	Average time management. Did not complete the presentation in the allocated 15 minutes with 5 minutes for questions and answers and exceeded the allocated time by 23 minutes.	Poor time management. Did not complete the presentation in the allocated 15 minutes with 5 minutes for questions and answers and exceeded the allocated time by 5 minutes plus.
5. Grammar and APA Citation	The presenter/s displays excellent written skills and had no written errors on slides and demonstrated exemplary APA knowledge with the correct/excellent word usage relevant to their discipline.	The presenter/s displays Average written skills and had 1-2 written errors on slides and demonstrated average APA knowledge and word usage relevant to their discipline.	The presenter/s displays poor written skills on slides and had more than 3 written errors on slides and demonstrated poor APA knowledge and word usage relevant to their discipline.
Total	**15**	**10**	**5**

ATTENDANCE & CLASS PARTICIPATION:

- Unexcused absences will affect final grade
- Assignments must be handed in by the stipulated date. Failure to do so will result in marks being deducted

- Rules of attendance for this course are enforced in accordance with those outlined in the St. George's University Student Manuel (9)

Course Policies:

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.

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.

Course Outline

WEEK	TOPIC and CONTENT AND REVIEW QUESTIONS	REQUIRED READING/SPEAKERS
Week 1	**Introduction:** Review of Course Syllabus and Expectations **Marketing: Creating and Capturing Customer Value** **Question: Why is marketing important in creating and capturing customer value and how can it impact the bottom- line of a business?** • 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.	**Chapter 1** Principles of Marketing **(Guest Speaker) Topic: The importance of marketing to one's career.**
Week 2	**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?**	**Chapter 2** **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.
Week 3	**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?**	**Chapter 3**

	• 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)**	
Week 4	**Managing Marketing Information to Gain Customer Insights** **<u>Question:</u> Why is data gathering an important process for a firm to undertake as part of its strategic approach for gaining and retaining customers?** • 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. • Discuss the special issues some marketing researchers face, including public policy and ethics issues.	**Chapter 4**
Week 5	**Consumer Markets and Consumer Buyer Behavior** **<u>Question:</u> Why is it important for a company to understand the dynamics of both the individual and business buying behavior?** • 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.	**Chapter 5**
Week 6	**Business Markets and Business Buyer Behavior** • 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	**Chapter 6**
Week 7	**Customer-Driven Marketing Strategy: Creating Value for Target Customers** **<u>Question:</u> Why is it important for a company/entity to understand the concept of segmentation in relation to marketing?** • 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. **2nd CLASS QUIZ (Chapters 4-6 or 7)**	**<u>Chapter 7</u>**
Week 8	**Midterms Exams**	
Week 9	**<u>Question:</u> What is branding and why is knowledge of branding important to a business and why can that influence customers?** **Products, Services, and Brands: Building Customer Value** • Describe the decisions companies make regarding their individual products and services, product lines, and product mixes.	**Chapters 8&9**

	• 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. • Question: **Why is the process of new product development and life cycle important to a business?** **New Product Development and Product life Cycle Strategies** • 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.	
Week 10	**Questions: How can pricing strategies impact the customer buying behavior?** **Pricing: Understanding and Capturing Customer Value** • Explain "what is price?" and discuss the importance of pricing in today's fast changing environment. • Identify the three major pricing strategies and discuss the importance of understanding customer-value perceptions, company costs, and competitor strategies when setting prices. • Identify and define the other important external and internal factors affecting a firm's pricing decisions. **3rd. CLASS QUIZ (Chapters 8-11)**	**Chapter 10&11**
Week 11	**Marketing Channels: Delivering Customer Value Questions:** Why do companies use marketing channels to get good from one place to the next when they can order their good directly? • 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.** **Retailing & Wholesaling** • Explain the role of retailers in the distribution channel and describe the major types of retailers. • Describe the major retailer marketing decisions. • Discuss the future of retailing. • Explain the major types of wholesalers and their marketing objectives.	**Chapter 12&13**
Chapter 12&13	**Communicating Customer Value: Integrated Marketing Communications Strategy** **Question: Why do firms implement the integrated marketing communication strategy when they can invest in capital and other goods and be successful?** Explain Advertising and Public Relations, Personal Selling and Sales Promotion Discuss when a company can implement each strategy to reap maximum benefits	Chapters 14-16 **Essay Q**: D**escribe each of the elements in the marketing communications mix and explain when it is best for a company to use each one.** **(To be done by all Groups for grading deadline given by lecturer)**
	Direct, Online, social media, and Mobile Marketing **Question: Are there any advantages in using on-line marketing to increase customer value and can it impact the firm's profitability?**	Chapter 17 & 18&19

Week 14&15	• Direct marketing and its benefits to customers and companies • The major forms of direct marketing • How companies responded to the Internet and other powerful new technologies with online marketing strategies and how companies conduct online marketing to profitably deliver more value to customers **Creating a competitive Advantage** **<u>Question:</u> 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. **<u>FINAL QUIZ (Chapters to be included in quiz will be given by Lecturer)</u>**	
Week 15	**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	
Week 16	**<u>Project Presentations- (Final Exam Week)</u>**	

Master Syllabus
School of Arts and Sciences Master Syllabi

Principles of Ocean Science

Course
MBIO 205
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: Mon. 1-4, Tue. 2-4, Wed. 1-4, Thurs. 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 in person or virtual 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:

The objectives of this course will be to provide the student with an 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:

Marine, Wildlife and Conservation (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

Course Objectives:

The objectives of this course will be to provide the student with an understanding of understanding of the physical and chemical properties of water and seawater, the dynamics of the global oceans in terms of currents, tides, and waves and to introduce students to the physical and biological characteristics of pelagic and benthic habitats.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

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:

This course will be delivered with live class sessions and some pre-recorded sessions. Materials will be available on the course Sakai site.

** In the first week of the teaching semester (January 18th and 20th)- 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 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 (February 8th), week 13 (April 12th). The Mid Term exam will be in week 8 and the Final Exam will be in Week 16.

Course Requirements:

- ·To be fair to all students in this course, attendance at all class sessions is expected, and students are to be on time for class.
- ·Makeup quizzes and examinations will only be allowed with PRIOR approval from the professor. Students unable to sit quizzes or exams on the scheduled day must complete an online Medical Excuse form. Please also contact the Course Director as soon as possible. Please note that the course director reserves the right to revise all makeup quizzes and examinations to ensure fairness.

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

Course Schedule:

		MBIO 205: 2022 Spring Lecture Schedule *Note: Schedule is subject to change*	
Week		**Tuesday: Session 1**	**Thursday: Session 2**
17 Jan	**01**	Welcome, Introductions and Course Orientation	Welcome Part II and Overview (TBA)
24 Jan	**02**	Water & Ocean Basics- Part IProperties of Water	Water & Ocean Basics-Part II- Properties of Water Cont'd
31 Jan	**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
87Feb	**04**	**QUIZ 1**	Water & Ocean Basics-Part IV Seawater Composition and Salinity Variations
14 Feb	**05**	Ocean Dynamics Part I: Atmospheric Circulation and Ocean Circulation Intro	Ocean Dynamics Part II: Currents and Subtropical Gyres
21 Feb	**06**	**Student Groups Presentation**	**Student Groups Presentation**
28 Feb	**07**	TBC	Feedback on Presentation & Review for Exam
7 March	**08**	**Midterm**	**Midterm**
14 March	**09**	Mid Term Feedback	Ocean Dynamics Part III: Thermohaline circulation, Upwelling and downwelling- Ekman spiral and transport.
21 March	**10**	***Citation presentation (TBC)*** Waves Part I: Intro- Causes, Deep vs Shallow Waves	Waves Part II: Waves on the Shore, Breakers
28 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
4 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
11 April	**13**	**QUIZ 2**	The Marine Habitat I: Divisions of the Marine Environment Introduction to the Pelagic Realm.

18 April	**14**	The Marine Habitat II: Introduction to the Benthic Realm.	The Marine Habitat III: Hydrothermal Vent physical processes and biological communities
25 April	**15**	Wrap up and review	Final Review Session
2 May	**16**	**Finals**	**Finals**

Master Syllabus
School of Arts and Sciences Master Syllabi

Professional Development

Course
GENL 400
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. QueenAnnie Gill

Course Director Name: Dr. Antonia MacDonald

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

Course Director Contact Information: amacdona@sgu.edu

Course Lecturer(s) Office Hours: By Appointment

Course Director Office Hours: By Appointment

Course Lecturer(s) Office Location: Ballsier Building Upper Floor

Course Director Office Location: Ballsier Building Upper Floor

Course Support: NA

Course Management tool: To 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 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 public speaking skills, especially in terms of speaking fluently, coherently and with confidence when a written test is substituted with an oral defence.

Course Objectives:

Upon completion of the course students should be able to :

1. Function professionally in a business environment prior to leaving the University
2. Present themselves to formal situations with confidence and according to proper protocol 3. Be well practiced in the art of dining etiquette in general
4. Understand and appreciate the far-reaching and national impact of professionalism in all areas of their lives.
5. Deploy good verbal and non-verbal communication skills.

Student Learning Outcomes:

This course seeks to:

1. To provide the student with meaningful practice in the execution of business and professional protocol and etiquette.
2. To provide the student with meaningful practice in spontaneous public speaking.

Program Outcomes Met By This Course:

1. Critically analyse global and regional issues.
2. Develop quantitative literacy skills and confidence using numeric data.
3. Effectively communication of information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: NA

Supplementary Readings/Resources: Student Manual

Course Grading Requirement:

Assessment Procedure:

Attendance: 20%

Group Activities 40%

Participation 40%

Course Requirements:

Attendance:

Attendance is mandatory and students are expected to be on time for all classes. Students who are more than 15mins late for class will lose 0.5 points from the attendance mark for each time this occurs. NB: If you do not attend classes you cannot participate and this will also affect your participation mark.

Course Schedule:

- January 17th: Introduction to course, Operational framework
- January 24th: "It's not all about me...but sometimes it is." – Preparing yourself for the world of work in face-to-face and digital spaces.
- January, 31st: Marketing yourself for success: Pt. 1 - The Resume and Cover Letter
- February 7th: Holiday – No class
- February 14th: Marketing yourself for success: Pt. 2 - The interview
- February 21st: Marketing yourself for success: Pt. 3 – The mock interview (Practical Session)
- February 28th: Interview Feedback
- March 7th: Mid term week – No class – No exam
- March 14th: Developing a good work ethic – Pt. 1
- March 21st: Developing a good work ethic – Pt. 2
- March 28th: Managing Relationships Pt. 1: Bosses, Co-workers, Subordinates.
- April 4th: Managing Conflict including dealing with sexual harassment
- April 11th: Managing Relationships Pt. 2: dealing with customers/ the public.
- April 18th: Public Holiday – No Class
- April 25th: The Social Aspect of Work – The work self in a social setting, course evaluation and wrap up.

Master Syllabus
School of Arts and Sciences Master Syllabi

Psychology Field Experience

Course
PSYC 410
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Hazel Da Breo, PhD

Course Director Name: Hazel Da Breo, PhD

Course Lecturer(s) Contact Information: Course Director Contact Information:

Course Lecturer(s) Office Hours: By appointment, on Zoom

Course Director Office Hours: By appointment, on Zoom

Course Lecturer(s) Office Location: By appointment, on Zoom

Course Director Office Location: By appointment, on Zoom

Course Support: Nikisha Thomas, nsthomas@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 Psychology Field Experience course is an experiential learning course that helps students to understand and appreciate the role of psychology in the workplace, including community, group and/or clinical settings. Given the Covid era, this course also introduces possibilities for digital forms of psychological support, such as by Helplines, WhatsApp, Skype, Zoom, on-line exercises & video conferencing). Students will complete 40 hours of supervised, voluntary practical work in an approved 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 three hours every other week with the Field Experience course instructor to discuss and analyze psychological principles and phenomena emerging from their work.

Course Objectives:

On completion of the course, students will:

- be better able to apply psychology in a workplace, community, clinical or online setting
- be familiar with specific vocabulary, procedures and tools related to the field site
- have developed increased confidence in their interactions with professionals
- have a deeper appreciation for the role of psychology in multiple settings
- have gained some professional expertise through their specific functions and activities at the work sites

Student Learning Outcomes:

Upon completion of this course, students should be able to execute the following program goals:

PSY PO – 1 Be professional in diverse work-site placements

PSY PO – 2 To synthesize, explain and apply information from various psychology courses

PSY PO – 3 Be able to critically analyze behavioral phenomena in a work environment

PSY PO – 4 Develop advanced presentation skills

PSY PO – 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: PSY PO – 1 Utilize psychological knowledge in the understanding of self, and how it relates to others.

PSY 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

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 = 64.4% or less

Course Materials:

Text: Decoding the Ethics Code: A Practical Guide for Psychologists. Fourth Edition. By Celia, B Fisher.

Supplementary Readings/Resources: Various readings assigned.

Course Grading Requirement:

Course Assessment Weighting

- Discussion/Analysis Sessions 20%
- Case Study – Role Plays 10%
- Time Sheets/Activity Logs 10%
- Field Experience Presentation 50%
- Work Site Evaluation 10%

Course Requirements:

Senior standing.

Course Schedule:

Course Week	Date	Topic	Activity
1	Jan.21	Orientation	
		(Course structure, Confidentiality agreement, Preferred Placements)	
2	Jan.28	Confirmation of placements Lecture: The Psychologist's Code of Ethics and Ethical Decision Making.	
3	Feb.04	Field Experience Agreement Form (signing) Progress Reports and Time Logs Guidelines Protocol Training: Do's and Don'ts in the worksite setting Lecture: Hot Topics: Self Care, the Psychologists role in Death Sentencing, Involvement of Parents in Mental Health Care of Children, Religion and Spirituality in Health Care, Digital Ethics.	
4	Feb.11	Guest Lecture: A day in the life of a clinical NGO: The variety of mental health issues presenting.	
5	Feb.18	Student Role Play, Group 1.	Progress reports and time logs due.
6	Feb. 25	Lecture: Accountability to Clients Student Role Play, Group 2.	Progress reports and time logs due.
7	Mar. 04		Progress reports and time logs due.

8	Mar.11		MID-TERM WEEK Progress reports and time logs due

9	Mar.18	Lecture Student Role Play, Group 3	Progress reports and time logs due
10	Mar.25		Progress reports and time logs due
11	Apr.01	Student Role Play, Group 4	
12	Apr.0 8	Field Work Presentations	
13	Apr.1 5	Field Work Presentations	
14	Apr.22	Field Work Presentations	
15	Apr.29	Field Work Presentations	
	May 06		FINAL EXAM WEEK

Master Syllabus
School of Arts and Sciences Master Syllabi

Public Speaking

Course
COMM 204
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Ms. QueenAnnie Gill

Course Director Name: Ms. QueenAnnie Gill

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

Course Director Contact Information: agill@sgu.edu

Course Lecturer(s) Office Hours: By Appointment

Course Director Office Hours: By Appointment

Course Lecturer(s) Office Location: Ballsier Building Upper Floor

Course Director Office Location: Ballsier Building Upper Floor

Course Support: NA

Course Management tool: To 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:

Fundamental to the course is the idea that presentation skills are a means of empowerment.

To this end, on completion of the course students should be able to:

1. Develop and hone their communication skills, especially in the area of oral communication. their oral sDevelopment of communication skills
2. Discuss and debate ideas in a logical and coherent way.
3. Demonstrate effect use of qualitative and quantitative evidence to buttress their arguments.
4. Evluate the soundness of an argument based on evidence presented and the employment of persuasive strategies.
5. Expound on a topic using the extemporaneous style of delivery.

Student Learning Outcomes:

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

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.

Program Outcomes Met By This Course:

PO.1- Utilize psychology knowledge in the understanding of self, and how one relates to others.

PO.2- Practice and analyze decision making and positions on ethical issues. PO.4- Effectively communicate information by extracting and constructing meanings through analysis and critical thinking.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: • Kathleen M. German, Bruce E. Gronbeck, Douglas Ehninger, and Alan H. Monroe.

Principles of Public Speaking. 18th, 19th or 20th editions. Addison Pearson Education, Inc.

Other readings may be assigned

Supplementary Readings/Resources: Student Manual **Course Grading Requirement:**

Introductory Speech	5%
Informative Speech	15%
Persuasive Speech	15%
3rd party speech written	10%
3rd party speech delivery	15%
Quizzes (4)	20%
Participation	10%
Debate	10%
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 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. 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.

3. 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.

4. 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 18th & 20th January	Session One Course overview, Ch1 & 2	Session Two Public speaking basics Ch7 & 8
Wk 2 25th & 27th January	Session One Introductory Speeches	Session Two Introductory Speeches
Wk 3 1st & 3rd February	Session One Ch9 (Wording your speech)	Session Two Ch12-Informative Speeches
Wk 4 8th & 10th February	Session One Ch6 & 10 - Support Material	Session Two Ch 12 - Informative Speeches
Wk 5 15th & 17th February	Session One Informative Speeches	Session Two Informative Speeches
Wk 6 22nd & 24th February	Session One Ch3 - Critical Listening Third party speech discussion	Session Two Ch. 11 - Visual Media Quiz 2
Wk 7 1st & 3rd March	Session One Ch13; persuasive speech video	Session Two 3rd Party speech assignment
Wk 8 8th % 10th March	Mid-term/No Exam	
Wk. 9 15th & 17th March	Session One Third Party Speeches delivery	Session Two Third Party Speeches delivery
Wk. 10 22nd & 24th March	Session One Persuasive Speech Delivery	Session Two Quiz 3
Wk 11 29th & 31st March	Session One Persuasive Speech delivery	Session Two Persuasive Speech delivery
Wk 12 5th & 7th April	Session One Ch 4 and 14	Session Two Selection of debate teams
Wk 13 12th & 14th April	Session One Debate Prep	Session Two Debate prep. Quiz 4
Wk. 14 19th & 21st April	Session One In-Class Debate Delivery	Session Two In-Class Debate Delivery
Wk 15 26th & 28th April	Session One Course Evaluation	Session Two Course Evaluation
Wk 16	Final Week/ No Exam	

Master Syllabus
School of Arts and Sciences Master Syllabi

Quality Customer Service

Course
BUSI 206
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section

General Course Information
Course Lecturer Name(s): Naline Ramdeen-Joseph

Course Director Name: Same as above

Course Lecturer(s) Contact Information: njoseph@sgu.edu (473) 444 4175 Ext 3747

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Monday- Thursday 1:00-3:30pm Friday 1:00-3:00pm appointment via Zoom

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; Mahalia Charles- mcharl11@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:

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 completionof 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 customers service plans and models to be utilized as strategies for success in businesses and organizations

3.Analyze service philosophy, service culture and empowerment strategies employed by organizations

4.Use and Apply effective oral and written communication skills used by organizations and businesses

5.Apply management and leadership skills to retain, increase and build customer relationships

6.Use teambuilding exercises and professionalism, emotional intelligence and attitudinal skills to improve internal customer service

PROGRAM INTENDED STUDENT LEARNING OUTCOMES MET BY THIS COURSE:
ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:
Text: Customer Service - A Practical Approach, 6th Ed. Elaine K. Harris,2013. Pearson Prentice Hall

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%20Se rvices%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 Baldridge 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 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 21nd -groups 1&2

Wednesday February 23rd -Groups 3&4

Monday March 28 - Groups 5&6

NB: Final Exam Paper

Pair (2 persons) **Assignment)**

In pairs, students a*re required to write an essay on importance of one of the modules discussed in class in relation to the delivery of excellent quality customer service*. Each group is required to present an introduction and outline for approval by the lecturer by April 1st. 2022. Final paper is due on April 25th, 2022 . **This should be submitted via Turnitin dropbox.**

Your essay must contain an Introduction, Content and Development of your Ideas and Arguments, a Conclusion and a Reference page will be required.

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	Objectives1-7
Attendance & Class Participation	5	Objectives 4-6
TOTAL	**100**	

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:

Week 1	**Introduction and Review of Course Syllabus** • Course outline review **OVERVIEW OF CUSTOMER SERVICE – Topic# 1** • Introduction • What is customer service	Customer Service a Practical Approach – *4 Ed. Elaine K. Harris* **Chapter 1**

	• 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 **<u>Video Presentation on Service Mentality</u>**	**Guest Lecturer** **Topic: The importance of quality customer service to the success of a business**
Week 2	**PROFESSIONALISM & CREATING FIRST IMPRESSIONS Topic #2A** **<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?** • How to create positive first impressions • Professionalism Defined • Importance of Professionalism in the workplace • Tips on becoming professional **BUSINESS GROOMING AND ATTIRE** **(DRESSING FOR SUCCESS)- Topic# 2B**	
	<u>Question:</u> Why is it important for a business to ensure that its employees have knowledge of Business Dress and Grooming? • Comprehend why business attire is important • Understand what appropriate Business Attire is • Understand the use of colors and its effects • Comprehend basic guidelines for garment length • Analyze the importance of Body Language	
Week 3	**TEAMWORK – Topic# 3** **<u>Question:</u> Why is teamwork a necessary ingredient for the success of an organization?** • -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	**PROMOTING CUSTOMER SERVICE AS A** **BUSINESS STRATEGY FOR CUSTOMER** **EXCELLENCE – Topic# 4** **<u>Question:</u> Why are firms investing in the creation of customer service models as standards of excellence to govern their organization?** • Customer Service - A business strategy for success **HOSPITALITY ASSURED MODEL:** • Customer Research • The Customer Promise • Business Planning • Operational Planning • Standards of Performance • Resources- People, equipment, facilities **SANDALS MODEL**	Groups are required to develop a model for execution in an organization or business of their choice Notes on topic to be provided by Lecturer

	• The Service strategy • System • People		
Week 5		**Presentation of Modules**	
Week 6		**LEADERSHIP IN CUSTOMER SERVICE- Topic #5** **<u>Question:</u> Whose responsibility it is to take leadership for implementing customer service strategies in the workplace environment?** • Leadership • Formal leaders • Informal leaders • Characteristics of Excellent leaders • Leadership without position	
Week 7		**ATTITUDE- Topic #6** **<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?** • -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 **<u>Video Presentation on Attitude</u>**	
Week 8		**Mid Term**	
Week 9		**MOTIVATION- Topic #7** **<u>Question:</u> Are motivational programmes important in the workplace?** • Motivation • Self-concept • Ten tips for improving self-concept • Ways to say thank you and to motivate others **Group Presentation on Motivational Theories**	Customer Service a Practical Approach – *4 Ed. Elaine K. Harris* **<u>Chapter 8</u>** **Group presentation on motivational theories**
Week 10		**Presentation on Motivational theories cont'd** **COPING WITH CHALLENGING CUSTOMERS -** **Topic #8** **<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?** • Challenging customers • Respect • Types of difficult customers-Symptoms and solutions • What to do when you are wrong • Six Super ways to cope with challenging customer	

Week 11	**PROBLEM RESOLUTION AND CUSTOMER SERVICE RECOVERY -Topic #9** **<u>Question:</u> Do you think that a strategy for service recovery should be implemented in a business?** • Customer complaint behavior • Customer problem and resolution systems • customer problem resolution and recovery procedures **<u>Video Presentation: Service Recovery</u>**	Customer Service a Practical Approach – *4 Ed. Elaine K. Harris* **<u>Chapter 7</u>**
Week 11 cont'd	**EXCELLENCE IN CUSTOMER SERVICE AND CUSTOMER SERVICE AWARDS-Topic #10** **<u>Question:</u> Why is it important for companies to strive to obtain international Customer Service Awards like the AAA or Malcolm Balridge Award?** • Rewards of providing excellent customer service • Quality Service Affiliation organizations- AAA, Diamond, Michelin Star • Malcolm Balridge Award Program	Customer Service a Practical Approach – *4 Ed. Elaine K. Harris* **<u>Chapter 12</u>**
Week 12	**Communication-Topic #11** **<u>Question:</u> Why is communicating well and sending the right communication signals important to the bottom line of a business?** • 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	**SOCIAL MEDIA AND ITS IMPORTACE TO** **CUSTOMER SERVICE Topic #12 (Group/Class** **Discussion)** **<u>Question:</u> How can social media and other emerging technological platforms impact customers and organizations today?** **Types of social media platforms**	Guest Lecturer and Class/Group Discussion
Week 13	**EMPOWERMENT-Topic #13** **<u>Question:</u> Is empowering an employee to make the right decisions at the right time important for the success of a business?** • Cause of Customer problems • Empowerment verses job satisfaction • Factors contributing to employee satisfaction • Importance of mission and purpose statement • Steps to empowering customer service providers • Coproduction and empowerment	Customer Service a Practical Approach – *4 Ed. Elaine K. Harris* Customer Service a Practical Approach – *4 Ed.* *Elaine K. Harris* **<u>Chapter 5</u>**

	• Guidelines for a system design	
Week 13 Cont'd	**EMOTIONAL INTELLIGENCE- Topic #14** **<u>Question:</u> How is a knowledge of emotional intelligence important to internal and external customers** • Define emotional intelligence • Components of emotional intelligence	Notes to be provided by Lecturer
Week 14	**DEVELOPING A SERVICE CULTURE -Topic #15** **<u>Question:</u> How can an organization go about implementing a service culture and why is that important?** • What does Organization Culture mean? • Dimensions of an organization's culture • Five ways to develop a service culture • Positive outcomes of a service culture	**Guest Speaker:**
Week 14 Cont'd	**BRANDING-Topic # 16** **<u>Question:</u> How can branding impact the service culture of an organization?** • What is Branding • Protecting your brand • Threats to your brand • Key elements affecting your brand perception	
Week 15	**DINING ETIQUETTE- Topic # 17** **<u>Question:</u> How is knowledge of proper dining etiquette important in the business environment?** -Table manners -Use of tableware (cutlery, glassware and chinaware) -The order of service -Food accompaniments -Do's and Don'ts when dining	**Notes to be provided by Lecturer**

<u>RUBRIC for GRADING PAPERS</u>

<u>Rubric for Essay/Written Assignments Where Applicable</u>

Criteria	**<u>Points</u>**	**<u>Exemplary</u> <u>90-100</u>**	**<u>Good</u> <u>89-80</u>**	**<u>Fair</u> <u>79-70</u>**	**<u>Poor</u> <u>69 and</u> <u>Under</u>**
<u>Critical Elements:</u> Student critically analyzes the situation to the concepts	40	Student demonstrates and thorough understanding of the concepts taught and	Student demonstrates a reasonable understanding of concepts taught and	Student demonstrates	Students demonstrates

learnt on the subject. Research on the topic and application of the knowledge		utilizes research to support the material discussed	supports the topic by providing some evidence and information	a fair understanding of the concepts taught and provides limited information	poor understanding of the topic with minimal or irrelevant information
Organization: The submission is well organized. Introduction and objectives clearly stated. The format is easy to follow, flows smoothly from one idea to another and logically conveys the key ideas. Use of aids: example charts and graphs	30	Information flows smoothly with critical analysis and excellent development of ideas	Information flows reasonably well with some level of analysis and development	Information flows fairly but with limited development and critical thinking	Information is disjointed with no analysis and poor, no or irrelevant reflection
Style and Grammar: Follows APA writing style and basic rules of formal English grammar and written essay style presents the copy following the guidelines for written assignments	30	Well written with excellent communication and writing skills	Information is generally clear and reasonable development of ideas and competency demonstrated	Information flow is fairly developed with average competency demonstrated	Poorly developed with little understanding
Total Marks Possible	**100**				

Scale

Exemplary **90-100**	**Good** **89-80**	**Fair 79-70**	**Poor** **69 and** **Under**

Rubrics for Class Presentations

Criteria	**Points**	**Scores**
Sequence		
Introduction	2	
Development of topic/ Dept of research	4	
Conclusion	2	
SUB – TOTAL	**8**	
Use of Presentation Aids		
Diagrams, charts, tables etc.	4	
SUB-TOTAL	**4**	
Presentation Skills		
-Enunciation,	2	
Eye contact	2	
Volume	2	
Posture/Appropriate dress	2	
SUB- TOTAL	**8**	
GRAND TOTAL	**20**	

Scale

Exemplary	Good	Fair	Poor
20-18	17-15	14-12	11-0

Master Syllabus
School of Arts and Sciences Master Syllabi

Quantitative Methods

Course
BUSI 319
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Curlan Gilchrist

Course Director Name: Dr. Curlan Gilchrist

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

Course Director Contact Information: cgilchrist@sgu.edu

Course Lecturer(s) Office Hours: Mon & Fri: 3:00pm – 4:00pm (appointment)

Course Director Office Hours: Mon & Fri: 3:00pm – 4:00pm (appointment)

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

Course Director Office Location: Ground floor, Caribbean House

Course Support: Mahalia Charles (mcharl11@sgu.edu)

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

Course Curriculum Information
Course Description:

This course will provide 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. 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

Course Objectives:

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:

ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: 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

Course Grading Requirement:

Evaluations:

1. Quizzes-10%
2. Assignment-10%
3. Midterm Examination-25%
4. Final examination- 50%
5. Attendance and participation-5%

Course Requirements:

To obtain the most from this course, students should attend every class meeting. If you miss class, it is your responsibility to obtain the information covered in your absence. Students should have total access to the required text. It is expected you would have read the assigned material before class and be prepared to seek clarification where necessary. You should go away from the lectures and think carefully about what you have heard and assimilate further material from the textbook while paying attention to business events and opportunities appearing in the news.

Course Schedule:

Methods of describing and presenting data sets

- Index numbers and application
- Simple index
- Aggregate index
- Laspeyres index
- Paasche index
- Probability Concepts and Applications
- Introduction
- Fundamental Concepts
- Types of Probability
- Mutually Exclusive and Collectively Exhaustive Events Adding Mutually Exclusive Events
- Law of Addition for Events That Are Not Mutually Exclusive
- Statistically Independent Events
- Statistically Dependent Events
- Revising Probabilities with Bayes' Theorem General Form of Bayes' Theorem
- Further Probability Revisions
- Random Variables
- Probability Distributions
- Probability Distribution of a Discrete Random Variable
- Expected Value of a Discrete Probability Distribution
- Variance of a Discrete Probability Distribution
- Probability Distribution of a Continuous Random Variable
- The Binomial Distribution
- The Normal Distribution
- The F Distribution
- The Exponential Distribution
- The Poisson Distribution

Decision Analysis

- Introduction
- The Six Steps in Decision Making
- Types of Decision-Making Environments
- Decision Making Under Uncertainty Optimistic
- Pessimistic
- Criterion of Realism (Hurwicz Criterion)
- Equally Likely (Laplace)
- Minimax Regret
- Decision Making Under Risk Expected Monetary Value
- Expected Value of Perfect Information
- Expected Opportunity Loss
- Sensitivity Analysis
- Using Excel QM to Solve Decision Theory Problems

Programme Evaluation and Review Technique(PERT) and the Critical Path Method(CPM)

- The framework of PERT and CPM
- Determining the Critical Path

- Drawing the Network
- Critical activities and the Critical Path

Regression Models

- Introduction
- Scatter Diagrams
- Simple Linear Regression
- Measuring the Fit of the Regression Model
- Coefficient of Determination
- Correlation Coefficient
- Using Computer Software for Regression
- Assumptions of the Regression Model
- Estimating the Variance
- Testing the Model for Significance Triple A Construction Example
- The Analysis of Variance (ANOVA) Table
- Triple A Construction ANOVA Example
- Multiple Regression Analysis
- Evaluating the Multiple Regression Model

Forecasting

- Introduction
- Types of Forecasts
- Time-Series Models
- Causal Models
- Qualitative Models
- Scatter Diagrams and Time Series
- Measures of Forecast Accuracy
- Time-Series Forecasting Models
- Components of a Time Series
- Moving Averages
- Exponential Smoothing
- Using Excel QM for Trend-Adjusted Exponential Smoothing
- Trend Projections
- Seasonal Variations
- Seasonal Variations with Trend
- The Decomposition Method of Forecasting with Trend and Seasonal Components
- Using Regression with Trend and Seasonal Components

Inventory Control Models

- Introduction
- Importance of Inventory Control
- Decoupling Function
- Storing Resources
- Irregular Supply and Demand
- Quantity Discounts
- Avoiding Stockouts and Shortages
- Inventory Decisions
- Economic Order Quantity: Determining How Much to Order
- Inventory Costs in the EOQ Situation
- Finding the EOQ
- Purchase Cost of Inventory Items
- Sensitivity Analysis with the EOQ Model Reorder Point: Determining When to Order
- EOQ Without the Instantaneous Receipt Assumption
- Annual Carrying Cost for Production Run Model
- Annual Setup Cost or Annual Ordering Cost

- Determining the Optimal Production Quantity
- Brown Manufacturing Example
- Quantity Discount Models
- Brass Department Store Example
- Use of Safety Stock
- Single-Period Inventory Models
- Marginal Analysis with Discrete Distributions
- Café du Donut Example
- Marginal Analysis with the Normal Distribution
- Newspaper Example ABC Analysis
- Dependent Demand: The Case for Material Requirements Planning
- Material Structure Tree
- Gross and Net Material Requirements Plan
- Two or More End Products Just-in-Time Inventory Control
- Enterprise Resource Planning

Transportation and Assignment Models Introduction

- The Transportation Problem
- A General LP Model for Transportation Problems
- The Assignment Problem
- Linear Program for Assignment Example
- The Transshipment Problem
- Linear Program for Transshipment Example
- The Transportation Algorithm
- Developing an Initial Solution: Northwest Corner Rule
- Stepping-Stone Method: Finding a Least-Cost Solution
- Special Situations with the Transportation Algorithm
- Unbalanced Transportation Problems
- Degeneracy in Transportation Problems
- More Than One Optimal Solution
- Maximization Transportation Problems
- Unacceptable or Prohibited Routes
- Other Transportation Methods
- Facility Location Analysis
- Factory for Hardgrave Machine Company
- The Assignment Algorithm
- The Hungarian Method (Flood's Technique)
- Making the Final Assignment
- Special Situations with the Assignment Algorithm
- Unbalanced Assignment Problems
- Maximization Assignment Problems

Master Syllabus
School of Arts and Sciences Master Syllabi

Research and Evidenced Based Practice

Course
NURS 307
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section

General Course Information
Course Lecturer Name(s): Jemma Cornwall

Course Director Name: Jemma Cornwall

Course Lecturer(s) Contact Information: jcornwa1@sgu.edu, ext.3095

Course Director Contact Information: jcornwa1@sgu.edu, ext. 3095

Course Lecturer(s) Office Hours: Lower Leeward Hall

Course Director Office Hours: will be delivered via zoom, details to be given

Course Lecturer(s) Office Location: Lower Leeward Hall

Course Director Office Location: Lower Leeward Hall

Course Support: Ms. Cecilia George McSween - cgeorge@sgu.edu, ext. 3095 & Ms. Karima John-Lewis – Kjohnlew@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 the philosophical and historical aspects of nursing theory development, the basic components and differences of qualitative and quantitative research. Additionally, the ethical perspectives of research and theory development, and the application of nursing theory to nursing research and theory will be taught. This course also addresses problem formulation, research designs, human subject protection, and dissemination of findings. It explores the role of nursing research in the development of nursing knowledge, and the impact of research on practice and patient care outcomes. This course also focuses on enhancing the student's ability to read, comprehend, evaluate, participate in, and apply research findings.

Course Objectives:

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

1. Differentiate the terminology in and the components of research reports.
2. Analyze the relationship between the descriptive results of research and the selected conclusion of the reports.
3. Relate the sampling methods and study sample to results, conclusions, and clinical meaningfulness of the study.
4. Interpret the strengths and weakness of research designs in relation to sampling, data collection methods, and the meaning of the results and conclusions.

Student Learning Outcomes:

1. Differentiate the terminology in and the components of research reports.
2. Analyze the relationship between the descriptive results of research and the selected conclusion of the reports.
3. Relate the sampling methods and study sample to results, conclusions, and clinical meaningfulness of the study.
4. Interpret the strengths and weakness of research designs in relation to sampling, data collection methods, and the meaning of the results and conclusions.

Program Outcomes Met By This Course:

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

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

NPO 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: **Essential of Nursing Research: Appraising Evidence for Nursing Practice, Online text, Denise F. Polit & Cheryl Tatano Beck**

Supplementary Readings/Resources: These will be posted on Sakai

Course Grading Requirement:

Assignment	Percentage	Submission criteria
Week 2 Two research questions (PICO questions) Literature critique	10 5	Forum must read all posts and reply x2
Week 3 Critical thinking in research	5	Forum must read all posts and reply x2
Week 3 Informed consent form	5	Sakai
Week 4 The link for theory and practice	5	Forum- must read all posts and reply x2
Week 9 Create and analysis of questionnaire Outline sampling method, data collection method and analyzing methods on two research questions	20	Sakai via turn it in

Week 13 Research critique	15	Forum must read all posts and reply x2
End of term Research proposal	35	Sakai via turn it in

Course Requirements:

Students are expected to be engaged, complete all assignments on time and to their best ability. Additional reading and independent learning is expected.

Course Schedule:

17th January 2022 to 6th May 2022

DATES	TOPIC	READINGS/ASSIGNMENTS
BLOCK 1		
Week 1 Tuesday 18th January	-Introduction and Course Requirements	-Polit & Beck,
Thursday 20TH January	-Introduction to Evidence-Based Practice -Definition of Research, Evolution of Nursing as Science -Sources of Evidence for nursing practice Research questions and hypotheses	Chapters 1 & 2
Week 2 Tuesday January 25th	-Key Terms in EBP Identifying Research Questions & Hypotheses	**-**Polit & Beck, Chapters 2, 4 & 6 Using page 46 create two feasible research questions (PICO) one qualitative and one quantitative Submit to Forum.
Thursday January 27th	Key Concepts and Steps in Research Reading and critiquing research reports	Exploring an area of interest conduct a literature search using Google Scholar Answer the following 1. How relevant is the research problem to the actual practice of nursing? Does the study focus on a topic that is considered a priority area for nursing research? 2. Is the research quantitative or qualitative? 3. What is the underlying purpose (or purposes) of the study— identification, description, exploration, prediction/control, or explanation? Does the purpose correspond to an EBP focus such as treatment, diagnosis, prognosis, harm and etiology, or meaning? 4. What might be some clinical implications of this research? To what type of people and settings is the research most relevant? If the findings are accurate, how might the results of this study be used by me Submit to Forum
Week 3	How to access literature data bases	

Tuesday February 1st Thursday February 3rd	**Guest speaker** Ethics in Research Read and answer all questions for discussion pg. 138 (Renker's study) In class discussion.	-Polit & Beck, Chapter 5 Chapter 5 Create an informed consent form for one of the questions created in week 2 download and review SGU IRB forms
Week 4 Tuesday February 8th Thursday February 10th	Theoretical and Conceptual Frameworks Paradigms for nursing research relating to methods The link for theory and practice	-Polit & Beck, Chapter 8 Read pages on Paradigm, 14–20, **562** methods and, 16–18 research problems and, 146–148, 162 Using the questions in week 2 link a suitable theory to each one read pg. 211 for guidance submit via forum.
Block 2		

Week 5 Tuesday February 15th **Thursday February 17th**	Quantitative research design	
Week 6 Tuesday February 22th **Thursday** **February 24th**	Qualitative designs and approaches	
Week 7 Tuesday March 1st	Mixed Methods and specific types of Research · Clinical trials · Outcomes · Evaluation	**Chapter 11**

Thursday March 3rd		

Week	Date	Topic	Reading	Assignment
Week 8	3/7/ 22- 3/ 11/22	Mid Term	Pg. 73 and Chapter 12	**Taking the two research questions in week 2 outline sampling method, data collection method and analyzing methods.**
Block 3				
Week 9	15/3/ 22 17/3/ 22	Mixed Method Research Clinical trials Outcomes, Evaluation Systematic Reviews: Meta analysis & Meta Synthesis	Polit & Beck Chapter 11& 19 Polit & Beck Chapter 19	
Week 10	22/3/ 22 24/3/ 22		Polit & Beck Ch. 19	Due : 1. Discuss criteria for using Meta-analytic technique in systemic reviews . 2. discuss (5) major steps in the conduct of meta-analysis (3)Discuss advantages to using systemetic methods. Submit scholarly Paper to Sakai
Week 11	29/3/ 22 31/3/ 22	Statistical Analysis of Qualitative Data Guest Speaker – Dr Solomon	Polit & Beck Chapter 15 & 17	
Block 4				
Week 12	4/5/ 22	Statistical Analysis of Qualitative Data Guest Speaker – Mr. Stefan Hypolite	Polit & Beck Chapter 17	Due: Research Proposal

	4/7/22			
Week 13 Week 13	12/4/22 14/4/22	Development of research instruments (questionnaires and Interviews)	Polit & Beck Chapter 13 See Examples of Questions Box 13.1	Due:Using Survey monkey for research: Create questionnaire- distribute and collect data. Create descriptive Statistics and illustrations to present your work Submit to SAKAI
Friday	April 15	Good Friday Holiday	No Class	No Class
Monday	April 18	Easter Monday Holiday	No Class	No Class
Week 14 April 19 & April 21		Analyzing of Data Trustworthiness & integrity in Qualitative and Quantitative Research Guest Lecture cookie experiment Dr. Solomon	Polit & Beck Chapter 15,16,17,18	Due: Qualitative Research Critique use Pg. 99 as template submit to Sakai Due: Quantitative Research Critique use Pg. 99 as a Template to submit to Sakai
Week 15	26/4/22 28/4/22	End of Term Review Work on Term paper		
Week 16	2/5/22- 6/5/22	End of Term		Research Proposal SGU IRB

Master Syllabus
School of Arts and Sciences Master Syllabi

Research Methods in Businesss

Course
BUSI 404
Semester
Spring
Year

2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Shawn Best

Course Director Name: Dr. Shawn Best

Course Lecturer(s) Contact Information: 439-2000 ext. 3869

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 10:30 AM to 12:30 AM

Course Lecturer(s) Office Location: Building C (Windward Hall)

Course Support: Mahailia Charles, mcharl11@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.

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:

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

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

Supplementary Readings/Resources: Research Methods in Business Studies (4th edition) by Pervez Ghauri and Kjell Gronhaug.

Assigned articles and case studies (Posted on Sakai and handed out in class)

Course Grading Requirement:

The objectives of this course will be achieved by utilization of a combination of class lectures, in class videos, online videos to be watched from home, group activities, class discussion of case studies and homework. The performance of students will be assessed as follows:

1. Homework assignments, in-class activities, and quizzes: 30%
2. Assessment 1: (Literature review): 30%
3. Assessment 2: Presentation of research topic: 10%
4. Quantitative Data Analysis: 15%
5. Assessment 3: (online survey, interviews): 15%

Course Schedule:

Topics to be researched this semester. TBD.

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	• The nature and importance of research • The research paper	Get textbook, read ch. 1&2
Week 2		
topic 2	• 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	• 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	• Research ethics • Plagiarism	• Ethical issues at specific stages of the research process • IRB, and Participation
Week 5		
topic 5	Citing sources and references	Use APA sixth edition to reference sources used in research. Assignment 1: APA Formating
Week 6		
Topic 6	Gaining access and research participation	Informed consent, methods of gaining access.
Week 7		
Topic 7	• Research approaches • Selecting samples	• Approaches to research and research design • Sampling
Week 8		
	Midterm	Paper 1due: Research proposal
Week 9		
Topic 8, 9	Data collection techniques	• 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. • 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		
Topic14	Issues in research writing	Bias, credibility, validity, reliability generalizability
Week 14		
Topic 14	Writing and presenting the research project	
Week 15		
Presentations	Present research paper	**Final Papers** due; Final research paper.
Week 16	Quantitative Analysis Assessment	

Master Syllabus
School of Arts and Sciences Master Syllabi

Sales Management

Course
BUSI 424
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section

General Course Information
Course Lecturer Name(s): Tornia Charles, MA

Course Director Name: Tornia Charles, MA

Course Lecturer(s) Contact Information: tcharl10@sgu.edu

Course Director Contact Information: tcharl10@sgu.edu

Course Lecturer(s) Office Hours: By Appointment

Course Director Office Hours: By Appointment

Course Lecturer(s) Office Location: N/A

Course Director Office Location: N/A

Course Support: Mahalia Charles, mcharl11@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:

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:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-2: Students will be able to utilize the relevant ICT tools to analyze problems and propose solutions that aid in management decision making.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills. ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

ISLO-7: Students will be able to demonstrate knowledge of legal, ethical, and global standards in the management domain.

ISLO-10 Students will be able to demonstrate an awareness of cross-cultural differences and analyze its significance for the development and implementation of alternative management techniques applicable to varying cultures.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

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:

1. **In-Class Discussions/Assignments/Attendance (15%)**
2. **Quizzes (20%)**
3. **Term Project (65%)**
    1. **Written Sales Plan Proposal (10%)**
    2. **Interim Presentation (15%)**
    3. **Written Sales Plan (25%)**
    4. **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 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 behavior 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
- 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)

Master Syllabus
School of Arts and Sciences Master Syllabi

Senior Internship

Course
BIOL 407
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Clare Morrall

Course Director Name: Clare Morrall & Patricia Rosa/

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

Course Director Contact Information: cmorrall@sgu.edu; prosa@sgu.edu

Course Lecturer(s) Office Hours: *TBD*

Course Director Office Hours: *TBD*

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

Course Director Office Location: 2nd floor Caribbean House

Course Support: Anna Neckles-Thomas, anecklesthomas@sgu.edu, x3435

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

Course Curriculum Information
Course Description:

The capstone junior/senior internship, for marine biology and for wildlife and conservation biology students, will provide an opportunity for these students to utilize their knowledge and their acquired field research skills within a professional working environment.

Course Objectives:

The course aim is to provide the marine biology students and the wildlife and conservation biology students with an opportunity to work and perform research in their field of choice. The course objectives are to provide students with one or more of the following:

1. Work and/or research experience in the fields of marine biology or wildlife and conservation biology.
2. Work experience with a non-governmental organization (NGO), or a governmental agency, or a private corporation, or a community group.
3. Opportunity to associate with professionals in their field of choice.
4. Opportunity to be mentored by professionals in their field of choice.
5. Opportunity to establish working relationships that may continue post-internship.

Student Learning Outcomes:

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

Program Outcomes Met By This Course:

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

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

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

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

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

DISREGARD ABOVE SCALE: Satisfactory/Unsatisfactory

Course Materials:

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

Supplementary Readings/Resources: N/A

Course Grading Requirement:

Preliminary requirements (required prior to approval of internship):

- Planning schedule form
- Internship contract

External supervisor reports:

- Midway progress
- Final performance

Reports completed by students:

- Midway progress
- Report on experience with organization
- Timesheet & associated tasks Project completion reports:
- Oral presentation
- Written report

Course Requirements:

See Senior Internship Requirements document for more details.

Course Schedule:

N/A

Master Syllabus
School of Arts and Sciences Master Syllabi

Sensation and Perception

Course
PSYC 210
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Wendy Romain

Course Director Name: N/A

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

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mon, Weds, Fri – 2 pm to 4 pm

Course Director Office Hours: N/AClick or tap here to enter text.

Course Lecturer(s) Office Location: Balisier Building

Course Director Office Location: N/A

Course Support: Nikisha Thomas nsthomas@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 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.

Course Objectives:

1. Discuss work of key sensation and perception theorists.
2. Outline major structures and brain pathways of the visual system.
3. Demonstrate the impact of the brain in processing all sensory systems.
4. Analyze current articles on sensation and perception research.
5. Conduct individual perception research using methods of adjustment.
6. Consolidate and synthesize course concepts via peer learning activities.

Student Learning Outcomes:

Upon completion of this course students should:

PSYC – CLO – 1 Be knowledgeable of the impact of sensation and perception on psychology's development

PSYC – CLO – 2 Be Knowledgeable of the theoretical approaches of sensation and perception

PSYC – CLO – 3 Understand the importance of the brain in comprehending the five senses

PSYC – CLO – 4 Understand the difference between sensation and perception.

PSYC – CLO – 5 Be able to describe the factors that affect attention focus.

PSYC – CLO – 6 Be knowledgeable of recent research findings in the area of perception.

PSYC – CLO – 7 Should be knowledgeable and have experience with various perceptual experiments, exercises and phenomena.

Program Outcomes Met By This Course:

PLO 1 - Utilize psychological knowledge in the understanding of self, and how one relates to others.

PLO 4 - 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.

PLO 5 - Analyze, evaluate, and synthesize key perspectives from the various subfields of psychology, demonstrating key overlaps which point 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 = 64.4% or less

Course Materials:

Text:

Main Texts

- Goldstein, E., & Brockmole, J. R. (2017) Sensation & Perception. 10th Edition

Supplementary

- Mather, G. (2016). Foundations of Sensation & Perception. 3rd Edition
- Foley, H. J. & Mathlin, W. M. (2010). Sensation & Perception. 5th Edition

Supplementary Readings/Resources:

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 Requirements and Percent of Grade:

Course Grading Requirement:

Category	Marks	Percentage
Quiz	15	5%
Paper 1	20	6%
Paper 2	40	12%
Group Report 1	20	6%
Group Report 2	30	9%
Midterm Exam	80	24%
Debate	70	20%
Experiment	60	18%

Total **335**

Course Requirements:

Students will be required to:

1. Attend classes punctually and regularly.
2. Participate actively in class discussions, exercises, and group activities.
3. Be respectful of each other during class discussions and while participating in group assignments.
4. Become proficient with APA Manual 7th Edition
5. Read attendance policy and examination policy in your student manual.
6. Submit all assignment on the scheduled date. Marks will be deducted for each day late.
7. Inform lecturer ahead of time if there might be any extenuating circumstances that may hinder a timely submission of assignment or participation in group activities.

SENSATION & PERCEPTION LECTURE OUTLINE*

Week	Dates	Topic	Assignment Due
1	18th – January 20th	Introduction to course Introduction to perception	
2	25th 27th	Perceptual processes Perceptual processes	 Quiz 1 (chap. 2)
3	1st February 3rd	Neural processing Neural processing	
4	8th	Cortical organization	

	10th	Cortical organization	Paper 1
5	15th 17th	Perceiving objects Perceiving objects	
6	22nd 24th	Visual Attention Visual Attention	 Group Report # 1
7	1st **March**	Taking Action	
	3rd	Taking Action	
8	**MIDTERM**	**March 7th to 11th**	**Midterm Exam**
9	15th 17th	Motion Motion	
10	22nd 24th	Color Color	 Movie Analysis
11	29th 31st	Depth & Size Depth & size	
12	5th **April** 7th	Hearing Hearing	 **Guest lecturer**
13	12th 14th	Speech perception Speech perception	Paper 2 **Guest Lecturer**
14	19th 21st	Cutaneous senses Chemical senses	 Debate
15	26th 28th	**Presentations** **Presentations**/Wrap up	 Group Report # 2
16	**FINALS**	**May 2nd to 6th**	

Master Syllabus
School of Arts and Sciences Master Syllabi

Social Problemsi

Course
SOCI 300
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Wendy Crawford-Daniel Ph.D.

Course Director Name: Wendy Crawford-Daniel Ph.D.

Course Lecturer(s) Contact Information: wcrawford@sgu.edu; Cell: 457-4856 **Course Director Contact Information:** wcrawford@sgu.edu; Cell: 457-4856

Course Lecturer(s) Office Hours: Tue & Thu 11:30 – 12:30; Other time: By appointments

Course Director Office Hours: Tue & Thu 11:30 – 12:30; Other time: By appointments

Course Lecturer(s) Office Location: Ballsier Building

Course Director Office Location: Ballsier Building

Course Support: Ms. Nichole Phillip, nphilli2@sgu.edu, ext. 3823

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

Course Curriculum Information
Course Description:

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 within their communities, for this semester, and to keep within reasonable scope guided by the Government established COVID protocol.

Course Objectives:

The course goal is to immerse students into the community and the many social theories associated to social problems experienced by communities. Through a community mapping project, students will learn how these problems impact family and community life. 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:

An opportunity to measure the relevance of the theories learned to practical application through a community project.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: Text: Readings and articles from various sources will be recommended based on the theme or area/s of focus selected by the students.

Julian, Joseph and W. Kornblum (1986) Sociology and Social Problems, (Chapter 1) in Social Problems. Prentice Hall.

Leon-Guerrero, Anna (2005) Social problems: community, policy, and social action.

Thousand Oaks: London. HN59.2 L46 20114

Rubington, Earl and Weinberg, Martin. S. (eds). 2003. The Study of Social Problems:

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:

Social Problem, Community Mapping Project:

- Project Proposal: 20 points
- Theory application to social problem: 30 points
- Completed project 50 points

TOTAL 100

Course Requirements:

Community Mapping Project:

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 members; map and show the resources of the community (physical, human resource 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:

Schedule: Spring 2022 **Tuesdays and Thursdays – 10:00 – 11:15**	**DATES**
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 *Participatory Research/ Components of Community Mapping*	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-19 Components of Mapping Discussion of Components of Mapping: Mapping Methods and Procedure (Principles of Data collection)	Wk 9
Transect Walk and Observation Methods/Reporting	Wk 10
Report of Transect Walk and Observation Recorded	
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 Project Consultation	Wk 12
Identifying Gaps in Community Services, Barriers to Access, resulting in Social Problem – Application of Theory Preparing Community portfolio Project Consultation	Wk 13
Presentation of Mapping Project	Wk 14
Presentation of Mapping Projects	Wk 15
Portfolio Due	Wk 16

Master Syllabus
School of Arts and Sciences Master Syllabi

Social Sciences & Medicine

Course
SSCI 412
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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. -1:00 p.m. ;Fri: 1:00 p.m.- 4:0 p.m.

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Ballsier Building, Upper Floor

Course Director Office Location: N/A

Course Support: Nikisha Thomas: nthomas@sgu.edu; 6392

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

Course Curriculum Information
Course Description:

This course examines the social aspects of health and illness and is particularly relevant to current political controversies related to health care policies of various nations and regions. It intends to introduce students to the systematic study of illness, health, medicine and medical treatments through the use of sociological perspectives. Throughout the semester, we will attempt to obtain a deeper understanding of the social reaction to and interaction with illness, disease and wellness. At the micro-, meso- and macro-level approaches we will dissect and deconstruct the various manifestations of health and illness that exist on a mutually reliant continuum between the individual and health care systems. The course will also compare systems of health care to broaden students' understanding of social and political factors which relate to accessibility, quality, and cost of services and treatments.

Course Objectives:

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:

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 = 64.4% 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**
Forum Discussion 1	Feb. 9th.	**15%**
Midterm Reaction Paper 1	March 2nd	**25%**
Group E-Poster Presentations	April 27th	**20%**
Group Policy Paper	April 29th	**30%**
Attendance & Participation	**N/A**	**10%**
***TOTAL**		**100%**

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**
JANUARY Mon 17th- 19th	Welcome – Syllabus, Outline of the course, Policies & Procedures; Team Building Introduction	Greaves
Mon 24th	What is sociology of health & illness and why study it?	Greaves
Wed. 26th	Contributions of the social sciences to health & medicine Weitz: pages 3-8 Weitz: Chapters 3&4	Greaves
	Module TWO: HEALTH CARE DISPARITIES	
Mon. 31st	Social Construction of Health & Illness	Greaves

Wed. 5th	Health Inequalities and Inequities **Case Study Analysis/Discussion**	Greaves
FEBRUARY Wed. 2nd		
Mon 7th	Health Social Movements Weitz: Chapter 6:	Greaves
Wed 9th	Complementary & Alternative Medicine	Arlette Wildman
	Module Three: Health, Medicine and the Environment	
Mon 14st	The Development of Scientific Medicine	Bidaisee
Wed 16th	Introduction to Environmental Health	Glasgow
Mon 21st	**Module Four: Health Systems** Health Systems -The Building Blocks	Greaves
Wed 23rd	Health System Governance and Leadership	Greaves

Mon 28th	**Module Five : Health Policy** Public Policy for the Public's Health	Greaves
March		Greaves
Wed.2nd	Health in All Policies	Greaves
Mon. 7th	**March 7th -11th** **MIDTERM Exams**	Greaves
Mon. 14th	Universal Health Care	Greaves
Wed. 16th	Veterinary Health & Medicine	Kabuusu
	Module Six -The Patient	
Mon 21st	Cultural Competency and Sensitivity Issues in Bioethics	Kotze
Wed 23rd	Primary Care: Putting People First	Smith
Mon 28th	Patient Centered - Care	Solomon
Wed 30tj	Physician/Patient Relationship	Greaves
APRIL Mon. 4th	Integrating Health & Social Services	TBA
	Module Seven - Physicians & The Profession of Medicine	Greaves
Wed. 6th	The Profession of Medicine	Greaves
Mon.11th	Medical Professional Dominance	
Wed.13th	Medicine as Social Control	Greaves
Mon 18th	Physician Satisfaction & Dissatisfaction	Greaves
Wed 20th	Consultation on Group Policy Papers	Greaves
Mon 25th	**Poster Presentation Consultation**	Greaves
Wed 27th	**Team Presentations**	Greaves
MAY 2nd – 6th	May 2nd -6th – Final Exams **No exams in this course**	

Master Syllabus

Social Structure & Caribbean Society

Course
SOCI 303
Semester
Spring
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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 & Thurs: 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; 6392

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

Course Curriculum Information
Course Description:

This course is 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.

Course Objectives:

Students should:

SOC – PO-1 Define and apply key concepts in Caribbean social structure and their role in understanding contemporary Caribbean Society

SOC – PO-2 Identify distinctive epochs of change through history and their contributions to Caribbean Social relations

SOC – PO-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:

1. Apply classical and contemporary sociological perspectives to explain complex social issues and problems; particularly, Caribbean social reality

2.Demonstrate their critical thinking skills to sociological analysis.

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 = 64.4% or less

Course Materials:

Text: There is no special text recommended 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

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 System1783-1833

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. 4th.	**10%**
Midterm Paper	March 4th	**25%**
Panel Discussions	April 6th & 8th	**10%**
Presentations	April 27th	**15%**
End of Term Paper	April 29th	**30%**
Attendance & Participation	**N/A**	**10%**
***TOTAL**		**100%**

Course Requirements:

Attendance & participation in classes and timely completion of all assignments

Course Schedule:

Jan. – May.	
Date	**Topic/Reading**

January Mon. 17th – 21st	**Course Information/ Orientation, Introduction of class members; Team Building – Course Assignments**
	Module one: The Caribbean in Historical Perspective
Mon. 24th	The Transition: From the Indigenous Peoples to the Enslaved
Wed 26th	The Transition: From the Enslaved to the Emancipated
Fri. 28th	The Transition: From Settler Communities to Exploitation Societies
Mon. 31St.	***Module Two: Application of Classical Theories of Stratification to Caribbean Social Structure*** *Functionalist Perspective*
Wed. 2nd	Marxist Perspective: Class; Capitalist Economy; Conflict, Power & Superstructure
Fri. 4th	Weberian Perspective: Class, Status, Power & Party **Deadline for Forum Discussion 1** **Topic: How significant is Caribbean Plantation and** **Enslavement History, to your understanding of Caribbean Social Structure? Justify your response.**
Mon 7th	**Independence Holiday**
Wed. 9th	***Module Three: Models of Caribbean Society*** Plural Society model
Fri. 11th	Plural Society Model
Mon. 14th	Plantation Society Model
Wed. 16th	Plantation Society Model
Fri. 18th	Plantation Society Model
Mon. 21st	Creole Society Model
Wed. 23rd	Creole Society Model
Fri. 25th	Creole Society Model
Mon. 28th	Classless Society Model
March Wed. 2nd.	Classless Society Model
Fri. 4th	**Deadline for Mid-term paper** **Topic: Choose *One* of the classical theories of stratification and discuss its application to Caribbean social structural arrangements.**
Mon 7th –Fri.11th	**Midterm Exams**
	Module Four: The White Minority in Caribbean Society
Mon. 14th	The White Minority
Wed. 16th	The White Minority
Fri. 18th	The White Minority
	Module Five: The Masses In Caribbean Society
Mon. 21st	Caribbean Peasantry
Wed. 23rd	Caribbean Peasantry
Fri. 25th	Caribbean Peasantry
	MODULE Six: Stratification System & Caribbean Social Transformation
Mon. 28th	Race, Class, Colour, Gender & the Power Order

Wed. 30th	Interplay of Race, Colour, Class & Gender,
April Fri. 1st	**Good Friday Holiday**
Mon. 4th	**Easter Monday**
	Panel Discussions: Four Panel Presentations on the Applicability of the Four Models of Caribbean Society to Modern Caribbean Society Social Structural Arrangements
Wed. 6th	Panel 1 & 2
Fri. 8th	Panel 3&4
	Module 8: Social Mobility & Social Stratification in the Caribbean
Mon. 11th	Occupational Mobility and Its Impact on Caribbean Social Structural Relations
Wed. 13th	Impact of Social Mobility Patterns on Caribbean Social Structural Relations
	Module 6: Social Cohesion - Inclusion and A sense of Belonging in Caribbean Society
Fri. 15th	Social Cohesion - A Conceptual Approach
Mon. 18th	Issues Affecting Social Cohesion in Caribbean Society: Economic Opportunity
Wed. 20th	Social Pillars Affecting Social Cohesion: Protection
Fri. 22nd	Social Pillars Affecting Cohesion: Educational Opportunity
Mon. 25th	Social Pillars Affecting Cohesion: Access to Health
Wed. 27th	**Group Presentations**
Fri. 29th	**Deadline for Submission of End of Term Paper** **Topic: "An analysis of Caribbean social transformation must consider the region's social structural relations". Discuss.**
MAY Mon. 2nd – Fri. 6th	**Final exams**

Master Syllabus
School of Arts and Sciences Master Syllabi

Statistics

Course
MATH 220
Semester
Fall
Year
2021
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Mrs. Sally-Ann Clement

Course Director Name: Dr. Senthilkumar Somasundaram

Course Lecturer(s) Contact Information: (473) 439-2000 ext. 3521 sclement@sgu.edu

Course Director Contact Information: (473) 444-4175 ext. 3311 ssomasun@sgu.edu

Course Lecturer(s) Office Hours: Every Monday at 7pm & by requested appointment

Course Lecturer(s) Office Location: Founders Library East Wing E204

Course Director Office Location: Zoom meeting

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

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

Course Curriculum Information

Course Description:
The course is designed to assist the student in acquiring a good intuitive grasp of statistics, specifically in terms of what it is, how and when to apply various statistical methods, how to interpret the results and draw meaningful conclusions from the data. The course gives introduction to concepts in probability, basic statistical inference procedures of estimation, confidence intervals and hypothesis testing.

Course Objectives:

1. Summarize data graphically by displaying data using methods from descriptive statistics;
2. Interpreting data in tables graphically by using histograms, frequency distributions, box-and whisker (five-number summary);
3. Find measures of central tendency for data sets: mean, median, and mode; find measures of variation for data sets: standard deviation, variance, and range; relative positions of data and distinguish among scales of measurements and their implications; distinguish between populations and samples; and identify the standard method of obtaining data and the advantages and disadvantages of each.
4. Standardize a normally distributed random variable, use normal distribution tables to find probabilities for normally distributed random variables and the t-distribution, and use the Central Limit Theorem to find probabilities for sampling distributions.
5. Construct and interpret confidence intervals for proportions and means.
6. Identify the basics of hypothesis testing and perform hypothesis testing for means, proportions and standard deviations from one population, and difference of means and proportions from two populations, including finding and interpreting p-value and examining Type I and Type II error.
7. Find linear least-squares regression equations for appropriate data sets, graph least-square regression equations on the scatter plot for the data sets, and find and apply the coefficient of correlation.
8. Use the chi-square distribution to test independence and to test goodness of fit.

Student Learning Outcomes:
Upon completion of this course, students will be able to:

1. Identify the similarities and differences between the various measures of central tendency
2. Use the frequency distribution to compute the various measures of central tendency
3. Compute the various measures of variations and explain their usefulness
4. Construct and interpret stem-and-leaf plot
5. Construct and interpret a dot plot
6. Define key concepts (probability, event, sample space, experiment)
7. Explain the classical and relative frequency approaches to probability
8. Explain the addition rules and the concept of mutual exclusive
9. Explain the multiplication rule and the concept of independence
10. Explain marginal and conditional probability
11. Define random variables
12. Compute the expected value, variance, and standard deviation of random variables
13. Calculate probabilities using the binomial and Poisson formulae

14. Explain the features of the normal distribution; find probabilities using the normal distribution table
15. Explain the features of the t-distribution; find probabilities using the t-table
16. Explain the main elements of the central limit theorem
17. Determine point estimates for population mean, standard deviation and proportion
18. Determine interval estimates for population mean and proportion where the population standard deviation is either known or unknown
19. Determine the critical values associated with 90% ,95%, and 99% degree of confidence
20. Define a hypothesis test; explain the type of errors, the type of test
21. Define the significant level of the test, the power of the test
22. Explain the steps in carrying out a test using the traditional method
23. Explain the steps in carrying out a test using the p-value
24. Construct a one tail or two tail test about a population mean, population proportion
25. Compute and interpret the correlation coefficient, r
26. Compute the constant and slope coefficient of the regression equation
27. Explain the features of a contingency table
28. Explain the features of the chi square distribution
29. Use the chi square statistic to carry out a test of independence

Program Outcomes Met By This Course: N/A

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:
Text: Mario F. Triola, “Elementary Statistics”

Course Grading Requirement:

- Midterm exam: 25%
- Final exam: 25%
- Assignments: 10%
- Quizzes: 20%
- Labs: 15%
- Class participation and attendance: 5%

Course Requirements:
Students will be required to:

- be prepared for class: look pre-recorded lectures in Panopto before the class, read corresponding chapters in the textbook;
- contribute thoughtful ideas to class discussions;

- conduct themselves in an appropriate manner, including being respectful of the opinions of others; - listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:
Week 1 & 2 –

- **Introduction to Course**
- **Measures of central tendency (mean, mode, median, trimmed mean, weighted mean, harmonic mean, geometric mean)**
- **Frequency distribution (grouped or ungrouped data)**
- **Measures of variation (range, standard deviation, empirical rule, coefficient of variation,**
- **Measures of relative standing (z score, quartiles, percentiles)**

Week 3 –

- **Charts, Graphs (histogram, bar chart, pie chart, dot plot, stem-and-leaf-plot, scatter plot, time-series graph,**

Week 4 –

- **Probability and Probability Distribution Fundamentals**
- **Addition rule (mutually exclusive)**
- **Multiplication rule (independence, conditional)**

Week 5 –

- **Probability and Probability Distribution**
- **Random variables**
- **Permutation and Combination**
- **Binomial distribution**
- **Poisson distribution**

Week 6 –

- **Probability and Probability Distribution**
- **Normal Probability Distributions**
- **T-distribution**
- **Estimates and Sample Sizes**
- **Sampling and Sampling distribution**
- **Central limit theorem**

Week 7 –

- **Midterm Review**

Week 8 –

- **Midterm Examination**

Week 9 –

- **Estimates from samples**
- **Estimating population mean**
- **Estimating population proportion**

Week 10 –

- **Hypothesis Testing**
- **Testing a claim about a mean**

Week 11 –

- **Hypothesis Testing**
- **Testing a claim about a population mean**
- **Testing a claim about a population proportion**

Week 12 –

- **Correlation and Regression**

Week 13 –

- **Regression**
- **Contingency Tables**
- **Test of independence**

Week 14 –

- **Contingency Tables**
- **Test of independence**

Week 15 –

- **Review**

Week 16 –

- **Final Examination**

Master Syllabus
School of Arts and Sciences Master Syllabi

Statistics

Course
MATH 220
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Curlan Gilchrist

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3255 cgilchrist@sgu.edu

Course Director Contact Information:

Course Lecturer(s) Office Hours: Mon, 10:00am –11:00 am

Course Lecturer(s) Office Location: Caribbean House/Zoom meeting

Course Support: Mary Celestine, MCelesti@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:

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22. Explain the steps in carrying out a test using the traditional method
23. Explain the steps in carrying out a test using the p-value
24. Construct a one tail or two tail test about a population mean, population proportion
25. Compute and interpret the correlation coefficient, r
26. Compute the constant and slope coefficient of the regression equation
27. Explain the features of a contingency table
28. Explain the features of the chi square distribution
29. Use the chi square statistic to carry out a test of independence

Program Outcomes Met By This Course:

N/A

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 = 64.4% or less

Course Materials:

Text: Mario F. Triola, "Elementary Statistics"

Course Grading Requirement:

- Midterm exam: 25%
- Final exam: 25%
- Assignments: 10%
- Quizzes: 20%
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Course Requirements:

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- 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 –

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- **Multiplication rule (independence, conditional)**

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- **Random variables**
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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**
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Week 10 –

- **Hypothesis Testing**
- **Testing a claim about a mean**

Week 11 –

- **Hypothesis Testing**

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- **Testing a claim about a population proportion**

Week 12 –

- **Correlation and Regression**

Week 13 –

- **Regression**
- **Contingency Tables**
- **Test of independence**

Week 14 –

- **Contingency Tables**
- **Test of independence**

Week 15 –

- **Review**

Week 16 –

- **Final Examination**

Master Syllabus
School of Arts and Sciences Master Syllabi

Strategic Management

Course
BUSI 409
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Shawn Best

Course Director Name: Dr. Shawn Best

Course Lecturer(s) Contact Information: 439-2000 ext. 3869

Course Lecturer(s) Office Hours: Monday, Wednesday, Friday 10:30 AM to 12:30 AM

Course Lecturer(s) Office Location: Building C (Windward Hall)

Course Support: Mahalia Charles, mcharl11@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.
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:

ISLO-1: Students will be able to apply ethical skills to lead and manage in their respective business discipline.

ISLO-3: Students will be able to demonstrate effective written and oral communication skills.

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

ISLO-7: Students will be able to demonstrate knowledge of legal, ethical, and global standards in the management domain.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

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.

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:

1. Homework assignments, in-class activities, and quizzes: 20%
2. Midterm exam: 20%
3. Case study analyses & team presentation: 20%
4. Simulation Exercise: 20%
5. Final Exam: 20%

Course Schedule:

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 Vison and Mission (Chp 2)	Simulation begins In class exercise: What is Strategy? Homework: Read ch.1&2
	Vison and Mission Statements, Vision vs Mission, Benefits of Mission and Vision Statements, Characteristics of Mission	In-class exercise on critique of vision and mission statements
Week 3		
Week 3 topic 3	The External Assessment (Chp. 3)	Read chapter 3 Individual Assignment 1 Mini-Case study w/CPM & 5 forces
	External Audit (Industrial Organization view PESTEL Analysis	Online Quiz on Chps. 1,2&3
Week 4		

Week 4 Topic 3 cont.	The External Assessment (Chp. 3)	EFE and CPM matrices Simulation performance update
	Competitive Forces, Porter's Five Forces	
Week 5		
Week 5 Topic 4	The Internal Assessment (Chp 4)	In-class exercise the use of financial ratios for analyzing financial performance.
	The Internal Audit, Resource Based View, Assessing internal resources	
Week 6		

Week 6 Topic 5	Strategies in Action (Chp. 5)	Individual Assignment 1 Due
	Long-term Objectives, Types of Strategies, Levels of Strategies Integration Strategies (Forward, Backward and Horizontal Integration),	
Week 7		
Week 7 Topic 5 cont.	Strategies in Action (Chp. 5)	In-class quiz, exam preparation Simulation performance update
	Intensive Strategies (Market Penetration, Market Development, Product Development)	Video case on intensive strategies
Week 8		
Week 8	Midterm Examination	
Week 9		
Week 9 Topic 5 cont.	Strategies in Action (Chp. 5)	Read Chapter 7, Individual Assignment 3 Group Case Analysis
	Diversification Strategies (Related and Unrelated Diversification), Defensive Strategies) Defensive Strategies (Retrenchment, Divestiture and Liquidation)	Video case on defensive strategies
Week 10		
Week 10 Topic 5 cont.	Strategies in Action (Chp. 5)	Group Case Analysis and presentations Due
	Porter's Five Generic Strategies, Means of Achieving Strategies (Joint Ventures, Mergers &Acquisitions, Strategic Alliances, Outsourcing)	
Week 11		
Week 11 Topic 6	Strategy Analysis and Choice	Simulation performance update
	Input Stage, Matching Stage and Decision Stage	Online Quiz on Chps 5& 6
Week 12		
Week 12 Topic 7	Strategy Implementation (Chp 7)	
	Implementation issues affecting management and marketing	
Week 13		
Week 13 Topic 8	Strategy Implementation (Chp 8)	
	Implementation issues affecting Finance & Accounting	Online Quiz on Chps. 7, & 8
Week 14		
Week 14 Topic 9.	Strategy Review, Evaluation and Control (Chp 9)	Individual Assignment 2 Due
	Nature of Strategy Evaluation	
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	

Master Syllabus
School of Arts and Sciences Master Syllabi

Sustainable Tourism Planning and Development Principles of Marketing

Course
BUSI 438
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Naline Ramdeen-Joseph

Course Director Name: Same as above

Course Lecturer(s) Contact Information: njoseph@sgu.edu (473) 444 4175 Ext 3747

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Monday- Thursday 1:00-3:30pm Friday 1:00-3:00pm appointment via Zoom

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; Mahalia Charles- mcharl11@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

Sustainable Tourism Planning and Development is a seminar based course which provides students with the framework, guidelines, theoretical knowledge and practical tools which influences and impacts the development of the Tourism Industry locally, regionally and internationally. The concept of sustainability and sustainable development provides the underpinning philosophy in this course as students reflect on the socio- cultural, economic and environmental impacts of Tourism Development on destinations. The use of conservation and preservation principles, models, case studies, products and destinations will be examined in an effort to anticipate, appreciate and incorporate emerging challenges and trends impacting the industry.

COURSE OBJECTIVES

This course aims to:

1. Explain the importance of Tourism Policy, Planning and Sustainable Tourism Development
2. Explain the various instruments and guidelines used to implement policy and planning issues
3. Explain the concept of Sustainability and the framework of Sustainable Tourism Development
4. Discuss the role of regional and international standards and code of practices in the promotion of Sustainable Tourism Development- Agenda 21, Green Globe, Blue Flag etc.
5. Analyse the economic, social-cultural and environmental dimension of Sustainable Tourism Development

6. Demonstrate how natural and cultural preservation and conservation practices can promote the importance of biodiversity and its importance especially for small island states
7. Explain the role of key stakeholders in Sustainable Tourism Development- Private Sector, NGO's, Visitors, the Host Population and the Public Sector
8. Demonstrate how Sustainable Tourism Development enables visitors' to observe and understand environmental and cultural relationships

STUDENT LEARNING OUTCOMES

By the end of this course students will be able to:

- Demonstrate knowledege and critical thinking skills with issues relating to tourism policy, planning and sustainable tourism development
- Explain the concept of sustainability and the framework of sustainable tourism development
- Describe the role of key stakeholders in sustainable tourism development- rivate
- Sector, NGO's, Visitors, the Host population and the public sector
- Demonstrate knowledge of sustainable tourism economic, social-cultural and environmental dimension of sustainable tourism development
- Apply sustainable grading of attractions in Grenada and home country as applicable
- Use international standards and code of practices in the promotion of sustainable tourism development- Agenda 21, Green Globe, Blue Flag etc.
- Use effective oral and written communication skills in sustainable research paper and presentation

PROGRAM INTENDED STUDENT LEARNING OUTCOMES MET BY THIS COURSE:

ISLO-3: Students will be able to demonstrate effective written and oral communication skills

ISLO-4: Students will be able to critically think, motivate and collaborate to solve business problems.

ISLO-11 Students will be able to demonstrate knowledge of legal, ethical, and global standards 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 = 64.4% or less

Course Materials:

TEXT

There is no prescribed text for this course, but information will be extrapolated from reading materials, articles, cases studies, web sources and information relative to course topics. In addition, guest lecturers will also be invited to share their expertise in specific areas.

Supplementary Readings/Resources:

2. Text: Sustainable Tourism Management, John Swarbrooke 1999 (CABI Publishing)
3. Tourism and Sustainability: Principles to Practice, 1997, Edited by M.J. Stabler
4. EcoTourism: David Weaver 2001 Published by John Wiley

Websites: http://www.un.org/esa/sustdev/csd/iclei.pdf

http://microlinks.kdid.org/events/breakfast-seminars/tourism-sustainable-developmentstrategy-systemic-supply-chain-approach

TEACHING METHODOLOGY

Lectures / Case Studies /Groups / Online/ Practicum

Course Requirements and Percent of Grade:

This course will be evaluated based on a combination of presentations, papers/essays, case studies and a midterm paper and presentation and final research project.

The final research project must receive the approval of the Lecturer and will involve the application of key concepts, principles, standards and models taught in the course as well as those created/developed by the students.

Final and Mid Term Essays/assignments are due one week before scheduled exams where applicable. Dates/deadlines will be given by the Lecturer**)** Written papers and PowerPoint presentations should be free of grammatical errors, thoroughly documented and references comprehensive and from a variety of sources. The APA style will be utilized for all written assignments.

Mid Term Exam: Create a Tourism Product Inventory of Grenada under the headings of Natural attractions, Cultural attractions, and Manmade attractions.

Based on the rating scale given by the lecturer, place them into categories of: High Market Attractiveness Attractors and Low Market Preparedness Attractors

Final Exam:

In pairs, and in not more than twenty pages (20) develop a 3-year sustainable tourism plan for Grenada. Papers can utilize headings, graphs, and diagrams.

The various evaluation criteria will be weighted as follows

ITEM	WEIGHT
Mid Term Pair Presentation	20
Final Research Paper (Pair)	30
Essays/ Assignments/Case Studies and Class Presentations	35
Field Trip Report/s	10
Attendance & Class Participation	5

RUBRIC for GRADING PAPERS

Rubric for the Individual Assignments Where Applicable

Criteria	Points	Exemplary 90-100	Good 89-80	Fair 79-70	Poor 69 and Under

Critical **Elements:** Student critically analyzes the situation to the concepts learnt on the subject. Research on the topic and application of the knowledge	40	Student demonstrates and thorough understanding of the concepts taught and utilizes research to support the material discussed	Student demonstrates a reasonable understanding of concepts taught and supports the topic by providing some evidence and information	Student demonstrates a fair understanding of the concepts taught and provides limited information	Students demonstrates poor understanding of the topic with minimal or irrelevant information
Organization: The submission is well organized. Introduction and objectives clearly stated. The format is easy to follow, flows smoothly from one idea to another and logically conveys the key ideas. Use of aids: example charts and graphs	30	Information flows smoothly with critical analysis and excellent development of ideas	Information flows reasonably well with some level of analysis and development	Information flows fairly but with limited development and critical thinking	Information is disjointed with no analysis and poor, no, or irrelevant reflection
Style and **Grammar:** Follows APA writing style and basic rules	30	Well written with excellent communication and writing skills	Information is generally clear and reasonable development	Information flow is fairly developed with average competency	Poorly developed with little understanding
of formal English grammar and written essay style. Paper follows the guidelines for written assignments			of ideas and competency demonstrated	demonstrated	
Total Marks Possible	**100**				

Scale

Exemplary 90-100	**Good 89-80**	**Fair 79-70**	**Poor 69 and Under**

Rubrics for Class Presentations

Criteria	**Points**	**Scores**
Sequence		
Introduction	2	
Development of topic/ Dept of research	4	
Conclusion	2	
SUB – TOTAL	**8**	
Use of Presentation Aids		
Diagrams, charts, tables etc.	4	
SUB-TOTAL	**4**	
Presentation Skills		
Enunciation,	2	
Eye contact	2	
Volume	2	
Posture/Appropriate dress	2	
SUB- TOTAL	**8**	
GRAND TOTAL	**20**	

Scale

Exemplary 20-18	**Good 17-15**	**Fair 14-12**	**Poor 11-0**

ATTENDANCE & CLASS PARTICIPATION:

- Unexcused absences will affect final grade
- Assignments must be handed in by the stipulated date. Failure to do so will result in marks being deducted
- Rules of attendance for this course are enforced in accordance with those outlined in the St. George's University Student Manuel (9)

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.

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.

Course Outline

WEEK	TOPIC and CONTENT AND REVIEW QUESTIONS	REQUIRED READING/ SPEAKERS
Week 1	**Introduction:** Review of Course Syllabus and Expectations • The history of the concept of Sustainable Development • Rationale for Sustainable Tourism Development • The nature and Scope of Sustainable Tourism	**Guest Speaker**
Week 2	The Key Stake holders in Sustainable Tourism development • Overview of Tourism Policy, Planning, and development- **Question: Who is responsible for Tourism policy development? What factors must be considered?** ***Grenada Drafted Sustainable Plan***	**Discussion**
Week 3	• The relationship between Sustainable Tourism and other terms: Responsible, Alternative, Soft, Eco, Minimum Impact, Environmentally Friendly • Sustainable versus Non sustainable terms • The Challenges facing the Tourism Industry in respect to sustainable development	
Week 4	Types of Tourism products in Grenada **Question:** Is Sustainable Tourism possible in island states like Grenada**?**	**Commence Mapping Exercise** **(Class Discussion)**
Week 5	The Three Dimensions of Sustainable Tourism • Environmental dimension • Role of regional and international organizations – Green • Globe • -Blue Flag • -Agenda 21	
Week 7	The Three Dimensions of Sustainable Tourism – The • Economic Dimension • The Three Dimensions of Sustainable Tourism – The Social dimension	
Week 8	**Mid Term Presentation**	**Mapping Exercise**
Week 9	WTTC Perspectives on Sustainable Tourism • Global • Local • Non-Governmental	**Papers from WTTC (to be provided by Lecturer) Verbal Presentations to be made by groups**

10	The Key actors in Sustainable Tourism ▪ The Role of the Public Sector	
11	The Key actors in Sustainable Tourism ▪ The Role of the NGO's /Voluntary Organizations	
12	The Key actors in Sustainable Tourism ▪ The Role of the Host Communities	
13	The Key actors in Sustainable Tourism · The Role of the visitors/ tourists · The role of the Media	
14	The Key actors in Sustainable Tourism · The Role of the Private sector	
15	· The Future of Sustainable Tourism and industry sustainability	

Master Syllabus
School of Arts and Sciences Master Syllabi

System Design and Implementation

Course
COMP 402
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
Course Lecturer Name(s): Dr. Thompson Cummings

Course Director Name: Dr. Thompson Cummings

Course Lecturer(s) Contact Information: Tel#: 473-444-4175 Ext. 3178; Email: tcummings@sgu.edu

Course Director Contact Information: N/A

Course Lecturer(s) Office Hours: Mondays: 9.30 – 11.30 AM; 1.00 – 4.00 PM. Tuesdays and Thursdays:1.00 – 3.30 PM

Course Director Office Hours: N/A

Course Lecturer(s) Office Location: Building D (Leeward Hall) Top Floor

Course Director Office Location: N/A

Course Support: Mary Celestine, MCelesti@sgu.edu Ext. 3726

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

Course Curriculum Information
Course Description:

This course is designed to provide students with appropriate tools and techniques for information design and implementation. It covers topics such as: Information design methods and techniques; Input and output design; File and database design; User interface design; Data-entry procedures design; Quality Assurance; System implementation; and Object-oriented design.

Course Objectives:

1. This course is designed to provide students with the tools and techniques for designing and implementing information systems.

Student Learning Outcomes:

Upon successful mastering of the material in this course, students will be able to:

1. Understand the process of information systems development
2. Use appropriate techniques and methods for systems design
3. Identify the tasks involved in the implementation of systems
4. Conduct information systems review
5. Use appropriate methods to ensure quality systems

Program Outcomes Met By This Course:

CTPO2 Design, implement, and evaluate a computer based system, process, component, or program to meet desired need, applying current techniques, concepts, skills, tools and best practices used in the core information technologies.

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 65% or less

Course Materials:

Text: Prescribed Text(s): Systems Analysis and Design. 9th edition, Kendall and Kendall, Prentice Hall

Supplementary Readings/Resources: The Internet

Course Grading Requirement:

Course Assessment

·	Course Work:	20%
·	Mid-term:	20%
·	Project:	20
·	Final Exam:	30%
·	Participation:	10

Course Requirements:

Attendance Policy

You are required to be present for at least 90% of classes or if arranged otherwise.

Plagiarism Policy

e.g. ACADEMIC INTEGRITY

Papers and presentations are expected to be your original work, with appropriate credit given to the sources used as references.

Sources should be documented using the APA Style Manual.

Plagiarism and other instances of academic dishonesty will result in failing the course along with possible disciplinary action by the Dean of Students' Office.

Online behavior

When using Sakai you are expected to communicate and behave in an ethical manner. Ethical behavior includes but not limited to:

- You must not be involved in the practice of insulting, disrespecting or attacking another student. When expressing your disagreement on a subject matter please do so politely.
- You must not shout – avoid using all capitals in words because all-caps are considered 'shouting' when communicating online.
- You must avoid using offensive language and making racist or sexist comments.
- You must not commit illegal acts online.
- You must respect fellow students and others intellectual property.

Please read "Ten Commandments of Computer Ethics" at http://courses.cs.vt.edu/~cs3604/lib/WorldCodes/10.Commandments.html

Course Schedule:

Tentative Course Schedule

Week	**Read** **Chapter(s)**	**Topic**	**Assignment/ Quiz/ Project**	**Assignment/** **Project due date**
1		Welcome and Introduction of Participants Syllabus Systems design methods & techniques		
2	11	Output design Output design objectives Designing printed output	Assignment 1 Given	

3	11	Output design (cont.) Designing screen output General guidelines for designing Web sites		**Assignment 1** due at the end of week 3
4	12	Input design Input design objectives Quiz 1		
5	12	Input design (cont.) Good form design Good screen and Web forms design	Assignment 2 Given	
6&7	13	Files & Databases Design objectives Conventional files & databases Databases	Project Given at end of week 7	**Assignment 2** due at the end of week 6

		Data concept Normalization Guidelines for file/database relation Steps in retrieving and presenting data		
8		**Midterm/Quiz 2**	**Mid-term/Quiz 2**	**Mid-term/Quiz 2**
9&10	14	User interface User interface objectives Usability Types of interface Dialog design Feedback for users Design considerations for ecommerce Query design	Assignment #3 Given at the end of Week 10	

11	15	Designing data entry procedures Data-entry design objectives Effective coding Effective and efficient data capture		**Assignment 3** due at the end of week 11
12	15&16	Designing data entry procedures Ensuring quality through input validation Quality assurance Total quality management approach – six sigma, structured walkthrough, etc	Assignment 4 Given	
13	16	Quality assurance Documentation approach Testing, maintaining, and auditing Implementation Implementation approach		**Assignment 4** due at the end of week 13
14	16	Implementation (cont.) Training of users Methods of changeover Evaluation Object-oriented design		**Project due** at the end of week 14
15		**Review**	Review	Review
16		**Finals**	Finals	Finals

Master Syllabus
School of Arts and Sciences Master Syllabi

Wildlife Ecology and Management

Course
BIOL 405
Semester
Spring
Year
2022
Catalog
School of Arts and Sciences
Syllabus Section
General Course Information
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: By Appointments

Course Director Office Hours: Mon & Wed 3:00pm – 5:00pm, Tue & Thur 11:00am -12:00pm

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

Course Director Office Location: Caribbean House, Top Floor

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

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

Course Curriculum Information
Course Description:

This course is designed to provide a foundation in the science and application of ecological principles of the management and conservation of wildlife resources. The fundamentals of wildlife ecology, conservation and management will be covered including the value of biological diversity, population dynamics and issues affecting wildlife populations. Students will learn the process of managing wildlife including applied conservation biology, with a focus on protected areas as a wildlife management tool. The field activities of the course will expose students to classical and modern tools, techniques and software used by wildlife managers in the field for monitoring, measuring and analysis of wildlife populations and ecosystems. This course will also provide students with a look at the realities, the difficulties and sometimes the thrill of managing wildlife and fisheries.

Course Objectives:

1. Describe ecological principles that apply to wildlife at the various significant ecological levels of organisation and identify their relevance to wildlife management practices.
2. Describe conservation biology principles and concepts and explain how they are applied in wildlife management.
3. Design and conduct socio-economic and ecological research to inform in wildlife management decisions.
4. Design and develop various components of a Protected Area Management Plan

Technical Skills Outcomes:

1. Develop management plans for protected areas
2. Conduct habitat mapping
3. Watershed assessment
4. Use GPS to mark and retrieve study sites and to map habitats
5. Use Google Earth for habitat mapping and to create maps of study sites
6. Measuring salinity in water using a refractometer
7. Measure turbidity in water using a turbidity meter
8. Measure pH in water using pH meter
9. Measure Dissolved Oxygen in water using a D.O. meter
10. Measuring water temperature using meter probe
11. Measure nutrient (ammonia & phosphate) concentration in water using chemical analysis
12. Conduct roving snorkel rapid assessment of marine environments
13. Conduct resource use assessment
14. Conduct resource use conflict assessment/matrix
15. Threats to resources identification/matrix
16. Conduct stakeholder identification/analysis/matrix
17. Conduct socioeconomic surveys/assessments

Student Learning Outcomes:

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

Program Outcomes Met By This Course:

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

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

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

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

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

BIOL – PLO6: Demonstrate problem solving and critical thinking skills

SAS Grading Scale: Grades will be assigned as follows:

A = 89.5% or better

B+ = 84.5 - 89.4%

B = 79.5 - 84.4%

C+ = 74.5 - 79.4%

C = 69.5 - 74.4%

D = 64.5 - 69.4%

F = 64.4% or less

Course Materials:

Text: NA

Supplementary Readings/Resources:

Primack, R. B. (2012). A primer of conservation biology (No. 333.9516 P75/2012).

Krausman, P. R., & Cain, J. W. (2013). Wildlife management and conservation: contemporary principles and practices. JHU Press.

Salm, R. V., Clark, J. R., & Siirila (2000) Marine and Coastal Protected Area: A Guide for Planners and Managers. 3rd ed. The World Conservation Union.

Bunce, L., Townsley, P., Pomeroy R., & Pollnac R. (2000) Socioeconomic Manual for Coral Reef Management. Australia Institute for Marine Science.

Fryxell, J. M., Sinclair, A. R., & Caughley, G. (2014). Wildlife ecology, conservation, and management. 3rd ed. John Wiley & Sons.

Gibbs, J. P., Hunter Jr, M. L., & Sterling E. J. (2008). Problem-solving in conservation biology and wildlife management. John Wiley & Sons

Course Grading Requirement:

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

Assignment/Exam	Percentage of Total Grade
Exam	15%
Case Study	15%
Management Plan Letter	10%
Management Plan	35%
Technical Skills Assessment	25%
	100%

Course Requirements: NA

Course Schedule:

Tentative Schedule Spring 2022 Semester

Week	Lecture	Day	Date	Topic
1	**1**	**Tue**	**18-Jan**	Course induction
	2	**Thu**	**20-Jan**	Wildlife Ecology pt 1: Populations, Communities, Ecosystems
	Labs	**Fri**	**21-Jan**	Literature review & Gap Assessment
2	**3**	**Tue**	**25-Jan**	Wildlife Ecology pt 2: Populations, Communities, Ecosystems
	4	**Thu**	**27-Jan**	Wildlife Ecology pt 3: Populations, Communities, Ecosystems
	Labs	**Fri**	**28-Jan**	Site Reconnaissance & Physical Features of an Area
3	**5**	**Tue**	**01-Feb**	The Economics of Biodiversity and Ecosystem services (pt 1)
	6	**Thu**	**03-Feb**	The Economics of Biodiversity and Ecosystem services (pt 2)
	Labs	**Fri**	**04-Feb**	Resource Identification, mapping, quantification
4	**7**	**Tue**	**08-Feb**	Climate Change and Wildlife (pt 1)
	8	**Thu**	**10-Feb**	Climate Change and Wildlife (pt 2)
	Labs	**Fri**	**11-Feb**	Abiotic Parameters assessments
5	**9**	**Tue**	**15-Feb**	Concepts in Conservation and Protected Areas (pt 1)
	10	**Thu**	**17-Feb**	Concepts in Conservation and Protected Areas (pt 2)
	Labs	**Fri**	**18-Feb**	Biotic Parameters assessments
6	**11**	**Tue**	**22-Feb**	Concepts in Conservation and Protected Areas (pt 3)
	12	**Thu**	**24-Feb**	**Quiz 1**
	Labs	**Fri**	**25-Feb**	Biotic Parameters assessments
7	**13**	**Tue**	**01-Mar**	The DPSIR Framework
	14	**Thu**	**03-Mar**	TBA
	Labs	**Fri**	**04-Mar**	Resource use assessments
8	**Midterm**			
	Midterm			**Technical Skills Assessment**
9	**15**	**Tue**	**15-Mar**	Socioeconomic surveys

	16	**Thu**	**17-Mar**	Stakeholder consultations
	Labs	**Fri**	**18-Mar**	Stakeholder characteristics
10	**17**	**Tue**	**22-Mar**	Threats & Perception analysis
	18	**Thu**	**24-Mar**	Threats & mitigation analysis
	Labs	**Fri**	**25-Mar**	Goals and Objectives of the Protected Area
11	**19**	**Tue**	**29-Mar**	Management Actions & interventions
	20	**Thu**	**31-Mar**	Governance & management structure
	Labs	**Fri**	**01-Apr**	Rules, Regulations & Enforcement
12	**21**	**Tue**	**05-Apr**	Monitoring & evaluation plan
	22	**Thu**	**07-Apr**	Monitoring & evaluation plan
	Labs	**Fri**	**08-Apr**	Monitoring & evaluation plan
13	**23**	**Tue**	**12-Apr**	Management effectiveness monitoring
	24	**Thu**	**14-Apr**	Adaptive Management Approach
	Labs	**Fri**	**15-Apr**	Holiday
14	**25**	**Tue**	**19-Apr**	Management Plan Synthesis
	26	**Thu**	**21-Apr**	Management Plan Synthesis
	Labs	**Fri**	**22-Apr**	Write-up
15	**27**	**Tue**	**26-Apr**	Write-up
	28	**Thu**	**28-Apr**	Write-up
	Labs	**Fri**	**29-Apr**	Write-up
16	**Finals**			
	Finals			

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