

USC School of Pharmacy
RXRS 414: Buzzed: Modern Substances of Abuse and Addiction

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University Park Campus – By appointment, email tdchurch@usc.edu

Course Weight: 4 Units (course meets 3 hours per week)

Day/Time/Location: Monday, Wednesday, 2pm-3:20pm, THH -118

Catalogue description: Modern perspectives; discovery and use of legal and illicit drugs of addiction including alcohol and opioids. How drugs have helped, shaped, modified or changed individuals and society.

Introduction

In conventional terms, buzzed is the effect encountered after smoking various plants, drinking various alcoholic drinks, or ingesting various substances. Buzzed is the “high” one experiences. This course is designed to investigate what buzzed means in relation to substances of abuse and addiction. Examples of substances that will be discussed include alcohol, opioids, benzodiazepines, synthetic drugs, soda, coffee, and tobacco. Together we will survey the most recent discoveries about substances of abuse like prescription opioids, purple drank, and bath salts. This course will include information about biological and behavioral changes in addiction, distinctive drug effects on the adolescent brain, trends from popular culture related to these drugs, and ethical issues as related to modern substances of abuse. In quick-reference summaries, this class will report on how these drugs enter the body, how they manipulate the brain, their short-term and long-term effects, the different “highs” they produce, and the circumstances in which they can be deadly. This course does not pay homage to the “just say no” doctrine of abstinence, nor does it function as a “how-to” manual for people interested in becoming buzzed. This course will allow people to make informed decisions with accurate information about these substances, which they may encounter throughout their lives. There exists very little material available to the public on the most up-to-date psychological, legal, and pharmacological research on these drugs. This course aims to provide a clear understanding of how these substances work, the consequences of their use, the policies to regulate them, and the social beliefs surrounding them.

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Since the beginning of human history, people have sought ways to alter levels of consciousness as well as the perceptions and senses of our bodies by consuming substances such as herbs, alcohol, and other drugs. Many impressive, important contributions to science and culture have resulted from these practices – from the development of the cultivation of grapes and other agricultural mainstays used to make wine and liquors to modern medicine with its advent of skilled medical practitioners. In some societies, some religions have historically utilized mind-altering substances as a way to aid communion with a divine principle. For all of the positives that mind and body altering substances have brought us, one fact is constant – there have always been people who are unable to restrict their substance use to culturally and socially prescribed limits, and who have fallen into – what we term today – addiction.

Public Health workers in Los Angeles have identified a drug problem that has been emerging in the United States – an alarming epidemic of drug abuse, labeling the current climate as “Pharmageddon”. There has become an increasing trend in popping prescription pills over the last two decades, which has seen a five-fold increase in deaths from accidental overdose. There has been a sharp rise in the number of fatalities stemming from the abuse of prescription-strength cough syrup. Unintentional overdoses due to cough syrup abuse has nearly replaced car accidents as the leading cause of accidental death in 15 states. Another staggering increase in the number of overdoses is being caused by bath salts. The popular minerals used to enhance one’s bath experience have been found to mimic the effects of methamphetamines when consumed orally. Tragic stories about first time users committing suicide or exhibiting other painful psychotic behaviors abound and are steadily increasing in their reported frequency. Alcohol, hallucinogens, stimulants and depressants will also be discussed in relation to their popular use and social considerations. From buzzed to Pharmageddon, this course will provide students with an overview of substances of abuse, their addictive qualities, and their associated risks to individuals and society at large.

Objectives

This course is designed for undergraduates of both scientific and non-scientific majors with an interest in learning about current trends that mark today’s drug climate as they explore the social, psychological, economical and biological reasons why drug use, misuse and abuse occur. This course will also examine the historical, political, and cultural foundations of drug use in contemporary society by studying pharmacologic, literary, political, economic, philosophical, legal, ethical and religious traditions as they relate to drug use. For example, the prescription drug abuse crisis and implications of this phenomenon is one way in which we will explore links between illegal use of prescription opioids and the increase in accidental opioid overdose deaths. Students will also learn about drugs of abuse and misuse plaguing the globe over the past forty years. Differences surrounding the ethics of the development and deployment of synthetic chemicals (for example, MDMA) will be presented in ways that are designed to lead to lively discussions during class.

Chapters from the core textbook will be supplemented with a variety of source materials

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including online resources, media outlets and cinema.

Upon successful completion of this course, the student should be able to participate in a thoughtful debate about:

- The nature of substances of abuse throughout the world
- Differences between addiction and abuse
- Understanding of the most common used drugs, including their general reactions and interactions
- Discuss current policies that inhibit or exploit certain substances of abuse
- Economics of drug distribution
- Modern day pharmaceuticals – the good, the bad, the ugly
- The consequences of improper drug use and abuse and its relationship to health, economy, wellbeing and society as presented in popular culture

Evaluation and Grading

Evaluation will be based on one midterm examination, a final examination, course quizzes, two take home written essays (a writing assignment and a critical report) and class participation.

<i>Description</i>	<i>Points</i>	<i>Weight</i>
Class participation	20 pts	(10%)
Quizzes 4 (@ 10 pts each)	40 pts	(10%)
Midterm exam	50 pts	(20%)
Final exam (partially cumulative)	100 pts	(20%)
Writing assignment	50 pts	(20%)
Critical report & discussion (40 pts each)	80 pts	(20%)
<i>Total</i>	<i>340 pts</i>	<i>(100%)</i>

Attendance at all classes is expected. Participation will include asking and answering questions and being actively involved in the discussion. It is expected that the students read the assigned papers prior to the lecture and be prepared to discuss background, current understanding, treatments, and gaps in knowledge for the topic in each lecture.

10% Quizzes: There will be 4 quizzes over the course of the semester to count towards their grade. Each quiz will be worth 2.5%. The quizzes will be based on questions from the lecture and from the textbook and will include multiple choice, T/F and fill-in the blank questions.

20% Midterm: There will be 1 midterm for this course that will cover the first 8 weeks of course material. The midterm will consist of a series of questions involving short answers as well as a longer question requiring critical thought and its articulation in written responses. This midterm exam will help students to generate a critical assessment of key topics in this course, to develop a suitable argument, and to convey their ideas and interpretations through the written word.

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20% Final: The Final Exam will be in the form of an in-class examination during exam week. The final exam will be composed of two parts, each having equal weight towards the final grade. The first part of the exam will include questions from the lectures and from the textbook in the form of multiple choice, T/F and fill-in the blank questions. The second part of the final examination will consist of short written answers to demonstrate the students' knowledge regarding topics covered in the course. This latter part of the final exam will allow students to express their ideas based on facts derived from the course.

20% Writing Assignment will be required and will be written outside of class and submitted via Blackboard under the Assignments Tab. This writing assignment is a short essay and is designed to help students generate a critical assessment of key topics in this course, to develop a suitable argument, and to convey their ideas and interpretations through the written word. No late essays will be accepted for any reason short of a serious, documented emergency. An official note explaining why you were unable to write the essay will be required for an extension.

10% Participation: To receive full credit, you must attend class regularly. It is your responsibility to make sure that you attend class consistently. Students will take part in the weekly discussion related to the substances we review. This entails being active participants in weekly discussions, asking questions after critical reviews are provided by fellow students, and / or adding commentary / debate of the substance under review.

20% Critical report and debate: 10% awarded for the critical debate and 10% for the written synopsis for a total of 20% each. Beginning in Week 2 and continuing to Week 15 students will be required to prepare and present two oral reports. These reports will be related to the weekly topic and students will sign-up for two topics on a substance of their choice. Students will prepare a one-page synopsis of their report and hand it in. The presentations should be at least 8 minutes but no more than 10 minutes in length. These presentations will be used to guide weekly discussions (general topic ideas per substance can be found on page 9). Students will need to research their topics and present on a journal article, news report, legal case, ethical issue, or policy review. The discussion day for the weekly substance topic will have a maximum of 3 speakers. Students should sign-up as it is first come, first served – once all 8 spots are full no additional presenters will be accepted for that week. The sign-up sheet is available in blackboard.

Required Text

Kuhn, C.; Swartzwelder, S.; Wilson, W.; Wilson, L. H.; Foster, J.

2014 *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy*, 4th ed. W. W. Norton & Company: New York, NY. 386 pp.

Course Outline

This course will be in the format of a directed seminar/lecture under the guidance of the instructor for the specific session. During each biweekly session the instructor will engage the students with questions and draw comments or interpretations primarily based on the assigned

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reading. Students are expected to ask questions and participate in an interactive fashion. Because this is an area of rapid change in policies, the readings may vary from one term to the next. Additional readings for each section that may be of added use are listed in the table below.

Course Schedule

The lectures are designed to provide historical, cultural, social, economic, and political overviews of the topics listed. In weeks 2 -8 and weeks 10-15; the Tuesday lectures will introduce a specific substance by providing a pharmacologic overview, history of use, legal / regulatory practices, and commentary related to any socio-cultural phenomenon surrounding the substance. In weeks 2-8 and weeks 10-15, the Thursday lectures will be open forum where students will present their critical reports and together we will discuss how these issues, reports, and commentary frame a specific substance. Students are encouraged to provide current information (2016 to present).

Week	Date	Subject	Instructor	Assigned & Supplemental Readings
Week 1	Mon 7 Jan	Use, Abuse & Addiction	Dr. Church	Introduction – <i>Buzzed</i> ; Chapter 13 – <i>Buzzed</i> ; Chapter 14 – <i>Buzzed</i>
	Wed 9 Jan	Use, Abuse, & Addiction	Dr. Church	Chapter 15 – <i>Buzzed</i> ; Garriott <i>Addiction in the Making</i> – blackboard
Week 2	Mon 14 Jan	Alcohol – Lecture The substances to be covered in the lecture on alcohol include: <ul style="list-style-type: none"> • Liquor / Spirits • Wine • Beer / Mead / Ale 	Dr. Davies	Chapter 1 – <i>Buzzed</i>
	Wed 16 Jan	Alcohol – Discussion	Dr. Church	
Week 3	Wed 23 Jan	Caffeine – Lecture The substances to be covered in the lecture on caffeine include: <ul style="list-style-type: none"> • Coffee • Tea • Soda / Energy drinks • OTC drugs • Chocolate 	Dr. Church	Chapter 2 – <i>Buzzed</i>
	Wed 23 Jan	Caffeine – Discussion	Dr. Church	

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Week	Date	Subject	Instructor	Assigned & Supplemental Readings
Week 4	Mon 28 Jan	Ecstasy – Lecture The substances to be covered in the lecture on ecstasy include: <ul style="list-style-type: none"> • MDMA • EDM / dance music festivals 	Dr. Church	Chapter 3 – <i>Buzzed</i> ; Little, Burger, and Croucher <i>EDM and Ecstasy</i> – blackboard
	Wed 30 Jan	Ecstasy – Discussion	Dr. Church	
Week 5	Mon 4 Feb	Hallucinogens – Lecture The substances to be covered in the lecture on hallucinogens include: <ul style="list-style-type: none"> • LSD, psilocin, mescaline, & DMT • Belladonna alkaloids • PCP, Ketamine, & Dextromethorphan • Salvia divinorum 	Dr. Church	Chapter 4 – <i>Buzzed</i>
	Wed 6 Feb	Hallucinogens – Discussion	Dr. Church	
Week 6	Mon 11 Feb	Herbal Drugs – Lecture The substances to be covered in the lecture on hallucinogens include: <ul style="list-style-type: none"> • Ephedrine • St. John’s Wort • Melatonin • Ginseng • Gingko 	Dr. Church	Chapter 5 – <i>Buzzed</i>
	Wed 13 Feb	Herbal Drugs – Discussion	Dr. Church	
Week 7	Wed 18 Feb	Inhalants – Lecture The substances to be covered in the inhalants lecture include: <ul style="list-style-type: none"> • Nitrites • Nitrous oxide, halothane, ether • Solvents, fuels, paints, glues 	Dr. Church	Chapter 6 – <i>Buzzed</i>
	Wed 20 Feb	Inhalants – Discussion	Dr. Church	
Week 8	Mon 25 Feb	Marijuana – Lecture The substances to be covered during the marijuana lecture include: <ul style="list-style-type: none"> • Cannabis sativa • Cannabis indica • Cannabis ruderalis • Cannabis hybrids 	Dr. Church	Chapter 7 – <i>Buzzed</i> ; Kilmer <i>Medical Marijuana and Marijuana Legalization</i> – blackboard
	Wed 27 Feb	Marijuana – Discussion	Dr. Church	

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Week	Date	Subject	Instructor	Assigned & Supplemental Readings
Week 9	Mon 4 Mar	Mid Term – Review	Dr. Church	N/A
	Wed 6 Mar	Mid Term Exam	Dr. Church	
Week 10 - Spring Break (Mar 11 – Mar 15)				
Week 11	Mon 18 Mar	Nicotine – Lecture The substances to be covered during the nicotine lecture include: <ul style="list-style-type: none"> • Tobacco, cigars, cigarettes, pipe tobacco • Chewing gum • Chewing tobacco, snuff • E-cigarettes, vaping devices 	Dr. Church	Chapter 8 – <i>Buzzed</i> ; Leventhal, Strong, & Kirkpatrick <i>Electronic Cigarette Use</i> - blackboard
	Wed 20 Mar	Nicotine – Discussion	Dr. Church	
Week 12	Mon 25 Mar	Opiates – Lecture The substances to be covered during the nicotine lecture include: <ul style="list-style-type: none"> • Opium, heroin, morphine • Codeine, hydromorphone, oxycodone • Hydrocodone, fentanyl, propoxyphene 	Dr. Triamwong	Chapter 9 – <i>Buzzed</i>
	Wed 27 Mar	Opiates – Discussion	Dr. Church	
Week 13	Mon 1 Apr	Sedatives – Lecture The substances to be covered during the sedatives lecture include: <ul style="list-style-type: none"> • Benzodiazepines • Hypnotics, sedatives, barbiturates • Gamma-hydroxybutyrate 	Dr. Church	Chapter 10 – <i>Buzzed</i>
	Wed 3 Apr	Sedatives – Discussion	Dr. Church	
Week 13	Wed 3 Apr	Writing Assignment Due		
Week 14	Mon 8 Apr	Steroids – Lecture The substances to be covered during the steroids lecture include: <ul style="list-style-type: none"> • Anabolic steroids • Athletic “doping” 	Dr. Church	Chapter 11 – <i>Buzzed</i> ; Schneider <i>Doping, Cycling, and the Tour de France</i> - Blackboard
	Wed 10 Apr	Steroids – Discussion	Dr. Church	

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Week	Date	Subject	Instructor	Assigned & Supplemental Readings
Week 15	Mon 15 Apr	Stimulants – Lecture The substances to be covered during the stimulants lecture include: <ul style="list-style-type: none"> • Cocaine • Amphetamine and methamphetamine • Ephedrine and ephedrine substitutes • Methylphenidate • Cathinone • Diet pills 	Dr. Church	Chapter 12 – <i>Buzzed</i> ; Race, Lea, Murphy, & Pienaar <i>Recreational Drug Use and MSM</i> - Blackboard
	Wed 17 Apr	Stimulants – Discussion	Dr. Church	
Week 16	Mon 22 Apr	Legal Issues – Lecture	Dr. Church	Chapter 16 – <i>Buzzed</i>
	Wed 24 Apr	Final Exam – Review	Dr. Church	
Final Exam – Monday, 6 May 2019; 2pm-4pm				

Quizzes, Exams, and Writing Assignment Schedule

Week Day	Material, Subject, or Description
Week 3 23 Jan	Quiz #1 / Week 1 – Week 3
Week 5 6 Feb	Quiz #2 / Week 3 – Week 5
Week 9 6 Mar	Mid Term Exam / Week 1 – Week 8
Week 12 20 Mar	Quiz #3 / Week 5 – Week 11
Week 13 3 Apr	Writing Assignment Due
Week 15 17 Apr	Quiz #4 / Week 11 – Week 14
6 May	Final Exam

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Discussion / General Topic Ideas per Substance

Week	Substance	Potential Topics
Week 2	Alcohol	How alcohol is metabolized; Effects of alcohol on brain, body, or relationships; Alcohol addiction risk factors; Binge drinking; Alcohol and sex; Health benefits of alcohol; Marketing of alcohol; Alcohol and domestic violence
Week 3	Caffeine	Caffeine addiction; Caffeine for mental focus; Effects of caffeine on brain, body, or relationships; Stress, panic attacks, and psychosis from caffeine use; Physical or mental enhancement from caffeine; Treatment of headaches and migraines; Soda addiction; Energy drinks and alcohol; Chocolate
Week 4	Ecstasy	MDMA addiction; Effects of MDMA on brain, body, or relationships; MDMA and music subcultures (raves, EDM, other); MDMA purity; MDMA as therapy; Post-MDMA use depression; MDMA and psychological suggestion
Week 5	Hallucinogens	Effects of hallucinogens on brain, body, or relationships; Cultural history of hallucinogens; Hallucinogen use – entertainment or enlightenment; Hallucinogens as therapy; Hallucinogens and their myths; Hallucinogens and religious use; Hallucinogens and hypnosis / suggestion
Week 6	Herbal Drugs	Herbal drugs and drug regulation; Traditional medical treatments; Traditional Chinese Medicine; Ayurvedic Medicine; Homeopathic treatments; Folk medicine; Drugs as food; Effects of herbal drugs on brain, body, or relationships; Delicate balance between drug and poison
Week 7	Inhalants	Inhalants and sexual practices; Effects of inhalants on brain, body, or relationships; Inhalants for anesthesia for minor or major surgery; Inhalants for sedation; Huffing and social acceptance
Week 8	Marijuana	Cannabis and methods of use; Edibles and dosing; Federal versus State governance; Effects of cannabis on brain, body, or relationship; Racial and ethnic stereotyping of cannabis users; Negative stereotype of the name “Marijuana”; Cannabis and music cultures; Cannabis and economics; Politics of Cannabis
Week 11	Nicotine	Cultural history of Tobacco; Tobacco and American History; Effects of nicotine on brain, body, or relationships; Political and social control of big tobacco; Legislation and taxation of tobacco (current or historic); Vaping, e-cigarettes, and smokeless tobacco; Marketing of tobacco
Week 12	Opiates	Cultural history of opium; Economics of opium; Effects of opiates on brain, body, or relationships; Over-prescription and opiate addiction; Opiates and crime; Popularization of Junkie Culture; Opium Dens; Heroin Shooting Galleries; Risks of injection drug use
Week 13	Sedatives	Sedatives and sex; Effects of sedatives on brain, body, or relationships; Rape drugs; Benzodiazepines in popular culture; Sleeping drugs and celebrities; GHB and gay culture

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Week	Substance	Potential Topics
Week 14	Steroids	Performance enhancing drugs and regulations; Sports and steroids; Steroids and body dysmorphia / body image; Steroids and masculinity; Effects of steroids on brain, body, or relationships
Week 15	Stimulants	ADHD prescription among youth; ADHD medications and performance; Effects of stimulants on brain, body, or relationships; “Party and Play” – meth and gay men; Cultural history of cocaine; Religious use of cocaine; Cocaine and drug cartels; Diet pills and dependence: Stimulants and rise of sexually transmitted infections

Content Warning

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course dealing with drug use, abuse and addiction, course topics can at times be political *and* personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers’ understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

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Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

Critical Report

Beginning in Week 2 and continuing to Week 14 students will be required to prepare and present two oral reports. These reports will be related to the weekly topic and students will sign-up for two topics on two different substances of their choice. Students will prepare a one-page synopsis of each report and hand it in. The presentations of their report should be at least 8 minutes but no more than 10 minutes in length. These presentations will be used to guide weekly discussions (general topic ideas per substance can be found on page 9). Students will need to research their topics and present on a journal article, news report, legal case, ethical issue, or policy review. The discussion day for the weekly substance topic will have a maximum of 3 speakers. Students should sign-up as it is first come, first served – once all 3 spots are full no additional presenters will be accepted for that week. The sign-up sheet is available in blackboard.

Grading of the report will be based upon the quality of your analysis and how clearly you present the information within your answers. You are expected to incorporate key terms and concepts you have learned in this course. Points will be deducted for grammar, punctuation, and spelling errors. You should start with a brief outline for each answer, create a rough draft, and then produce a final draft. **The final draft of each essay is the only document you need to submit.**

These are reaction / response essays to the material covered in lecture; your essays must consist of:

- A. **An Introduction paragraph**, which contains a minimum of two sentences that introduces your answer to the reader and establishes a foundation for the remainder of your answer.
- B. **Body paragraph(s)**, which present the major content of your answer. Include at least one body paragraph with three or four sentences within the paragraph.
- C. **A conclusion paragraph**, which contains a minimum of two sentences and summarizes the major points contained in the body paragraphs.

Format Requirements

Carefully follow the format requirements below. Any variation will result in lost points or no credit.

- Margins = 1 inch
- Font type = Arial, Times New Roman, or any Sans type font
- Font size = 11 point
- **1 pages (double spaced) – (references not included)**
- Use week number to indicate your topic (e.g. Week 3 – Rome)
- Filename should have your last name and first name (e.g. Trojan_Tommy_ShortEssay1)
- Acceptable file formats:
 - Word (DOC or DOCX)
 - **No other formats will be accepted!**

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Direct Quotations

These essays are expected to be written in your own words therefore no more than 5% of the essay should be quoted or copied word – for – word. If you submit an essay with more than 5% quoted material, you will be penalized one point for each percentage above 5%. If you submit an essay with more than 15% quoted material, you will receive an automatic zero.

APA Citations

THIS IS NOT AN APA paper; however, you are expected to demonstrate understanding of the rules of plagiarism and expected to use APA style citations appropriately, which include in-text and full citations with a Reference page.

You are expected to cite at least 1 sources (class books and articles, articles from journals, books, etc) per essay. You will be penalized -10 points for a missing resource.

Do NOT use Wikipedia or any other similar form of wiki to write these essays.

General Weekly Topics and Submission Dates

Week Number	Essay Topic	Due Date
2	Alcohol	14 Jan
3	Caffeine	22 Jan
4	Ecstasy	28 Jan
5	Hallucinogens	4 Feb
6	Herbal Drugs	11 Feb
7	Inhalants	19 Feb
8	Marijuana	25 Feb
11	Nicotine	18 Mar
12	Opiates	25 Mar
13	Sedatives	1 Apr
14	Steroids	8 Apr
15	Stimulants	15 Apr

Students will sign up for their topics through Blackboard by going to the Content tab and selecting the Weekly Topics Sign-up link. They will “sign-up” for the weekly topics they are interested in. If a topic of interest is closed, please contact Dr. Church to discuss options.

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Writing Assignment

Grading will be based upon the quality of your analysis and how clearly you present the information within your answer(s). You are expected to incorporate key terms and concepts you have learned in this course. Points will be deducted for grammar, punctuation, and spelling errors. You should start with a brief outline for your essay, create a rough draft, and then produce a final draft. **The final draft is the only document you need to submit.**

Your essay should be concise; and must consist of:

- A. **An Introduction paragraph**, which contains a minimum of two sentences that introduces your answer to the reader and establishes a foundation for the remainder of your answer.
- B. **Body paragraph(s)**, which present the major content of your answer. Include at least one body paragraph with three or four sentences within the paragraph.
- C. **A conclusion paragraph**, which contains a minimum of two sentences and summarizes the major points contained in the body paragraphs.

Format Requirements

Carefully follow the format requirements below. Any variation will result in lost points or no credit.

- Margins = 1 inch
- Font type = Arial, Times New Roman, or any Sans type font
- Font size = 11 point
- **3 pages (double spaced) – (references not included)**
- Use question number to indicate different responses (e.g. Question 1 – Response)
- Filename should have your last name and first name (e.g. Trojan_Tommy_ShortEssay2)
- Acceptable file formats:
 - Word (DOC or DOCX)
 - **No other formats will be accepted!**

Direct Quotations

This essay is expected to be written in your own words, therefore, no more than 5% of the essay should be quoted or copied word – for – word. If you submit an essay with more than 5% quoted material, you will be penalized one point for each percentage above 5%. If you submit a project with more than 20% quoted material, you will receive an automatic zero.

APA Citations

THIS IS NOT AN APA paper; however, you are expected to demonstrate understanding of the rules of plagiarism and expected to use APA style citations appropriately, which include in-text and full citations on a Reference page. In-line citations should be (Author, Year). If you are referencing a direct quote, statistics, or a very specific event your citation should be (Author, Year, Page Number). Websites should be quoted as (website.com, Year Accessed).

You are expected to cite at least 6 sources (class books and articles, articles from journals, books, etc) and will be penalized -2 points for each missing resource.

Do NOT use Wikipedia or any other wiki for this essay.

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TOPIC FOR WRITING ASSIGNMENT –

The topic is your choice. Once you have a topic selected, go to the "Discussion Board" tab in Blackboard, create a thread, and enter your topic. Remember, the topics are first come, first serve - so you want to get yours entered as soon as possible. If your topic has been selected by another student, please consider a secondary topic or contact Dr. Church to discuss options. You will receive an email when your topic has been approved.

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Essay Template

Introduction
Your essay needs a thesis statement: <ul style="list-style-type: none">Establishes a <i>boundary</i> around the subject that keeps the writer from wandering from the subject--about this--not about that.Can chart an <i>orderly course</i> for the paper and make it easier to write--not just about this--but HOW it is --about this.Gives the reader an idea of what to <i>expect</i>, makes it easier for the reader to follow. <p style="text-align: center;">All topic sentences should relate to the thesis statement.</p>

Body Paragraph 1 (repeat format for each of the body paragraphs)
Topic Sentence <ul style="list-style-type: none">Evidence... <i>Citation</i> -Evidence... <i>Citation</i> -Evidence... <i>Citation</i> -
<ul style="list-style-type: none">Analysis...

Concluding Paragraph
Does it develop from the thesis statement?
Does it build on the information / ideas presented as topic sentences?
Does the conclusion take the reader "one step further"? Is a unique idea or statement being made?

Paragraph Transitions
Do the paragraphs build directly on the one before? How?