

# **SYLLABUS**

## **Sociology of Mental Health**

SY0 4110  
Spring 2013  
3 credits

4-6:50 Wednesday  
SO 170

Dr. L. Appleton  
Department of Sociology

Office: CU 253b  
Office hours: Wednesday, 1:30-3:30

### **COURSE DESCRIPTION**

This course focuses on the role of social and cultural factors in shaping mental health. It also critically examines the social, cultural, and political meanings of mental health care, popular psychology, and various forms of psychological discourse, particularly in the United States context. (Source: current FAU catalogue.)

### **COURSE PREREQUISITES/PLACE IN SOCIOLOGY BA PROGRAM**

This course is an advanced course in the undergraduate sociology curriculum and is one of several courses that meet the requirement for sociology majors to complete at least one course in the substantive specialty area "Culture, Identity and the Sociology of Everyday Life." Sociology majors who wish to apply this course towards the required 30 credits of upper-division sociology must earn at least a 'C' in the course. Although non-majors are welcome to take this course, they should understand that they will be expected to cultivate a "sociological imagination" and take a sociological point of view.

### **HOW TO CONTACT THE INSTRUCTOR**

Note: Except in an emergency, students should use the communication tools within Blackboard for course-related communications: the questions/concerns discussion board; the Messages function within Tools.

If your question(s) are not of a personal or confidential nature, please post them to the Questions/Concerns discussion board within the course. (Before posting a question on the discussion board, however, please check to see if (a) the question is answered in the syllabus or on the

Blackboard site or (b) another student has already asked the same question and I have answered it. You will lose participation points if you are asking a question that is already answered elsewhere.) I will generally respond to these posts within 48 hours, excluding weekends and holidays.

For messages that are more personal or confidential, please use the Messages feature in Blackboard. Go to Tools, go to messages, send me a message.

Call me or email me directly at [appleton@fau.edu](mailto:appleton@fau.edu) if it is an emergency. (Note: "I'm not sure what to do on this assignment" is not an emergency. It is a failure to plan ahead and ask questions in a timely manner.) "I just had a car accident and won't be able to complete the quiz before 5 p.m." could be considered an emergency.

Office phone: 561-297-0261

## REQUIRED TEXTS

Students will read all or most of the following two books. Other readings will be done through Blackboard, which will link students with resources on the FAU library's website and other websites.

Mark Tausig, Janet Michello and Sree Subedi, ***A Sociology of Mental Illness*** (Second Edition). Pearson/Prentice-Hall, 2004.

You have many options for accessing this book. You can buy a used copy on-line (through Barnes and Noble or Amazon or one of the other sources), rent a copy (from textbook.com) or get an electronic copy from the publisher ([www.pearsonhighered.com](http://www.pearsonhighered.com)). You will have reading guides to all of the chapters that I suggest you complete as you do the assignments, so you should not plan on using only a yellow highlighter to do your reading.

The screenshot shows a web browser window with the URL [www.pearsonhighered.com/educator/product/Sociology-of-Mental-Illness-CourseSmart-eText](http://www.pearsonhighered.com/educator/product/Sociology-of-Mental-Illness-CourseSmart-eText). The browser's address bar also shows the username 'pearson tausig'. The page features a maroon header with the 'PEARSON' logo and 'ALWAYS LEARNING' tagline. Below the header is a navigation bar with links for 'HIGHER EDUCATION', 'EDUCATORS', 'ACADEMIC EXECUTIVES', 'STUDENTS', and 'OTHER CUSTOMERS'. A search bar is present with the text 'Browse by Discipline' and 'Search by author, title, or ISBN'. The main content area displays the book cover for 'A Sociology of Mental Illness' and the title 'Sociology of Mental Illness, CourseSmart eTextbook, A, 2/E'. The authors listed are Mark Tausig (University of Akron), Janet Michello (LaGuardia Community College of the City University of New York), and Sree Subedi (Miami University). The ISBN-10 is 0131949403 and the ISBN-13 is 9780131949409. The copyright is ©2004, published by Pearson, and it is an Electronic Book, 272 pp, published on 09/29/2005. The online purchase price is \$36.99. There are buttons for 'Share this page', 'Students, buy access', and 'Additional options'. At the bottom, there are tabs for 'About This Product' and 'Packages'.

David Karp, *Speaking of Sadness* (Oxford University Press, 1996/7). You can buy an inexpensive used copy of this paperback book on-line.

Other assignments will be on-line assignments, drawn from The Bookshelf (a menu item on the course's Blackboard site) associated with the course. There are many more items on The Bookshelf than we will use in the course. The collection is there to give you access for further study. You might also want to take a look at the course collection of websites important to this field.

## REQUIRED EQUIPMENT

You will be required to have an I-clicker 2 by the second week of class. The I-clicker2 is a classroom response system that will let you respond to questions that I ask during class. The I-clicker 2 will cost about \$45. If you have an earlier version of the I-clicker, you will be able to send it in to the company that makes the I-clicker and get a \$10 rebate.



The advertisement features a white i>clicker 2 remote control against a blue and orange background. The remote has a small LCD display showing a checkmark and the number '880037858'. Below the display are buttons for 'DELETE', 'SEND', and a power button. The text 'i>clicker 2' is in the top left. To the right of the remote, three features are listed: 'LCD display', 'Full numeric & alphanumeric functionality', and 'Simple battery compartment'. At the bottom, a headline reads 'Simplicity with More Functionality.' followed by a paragraph: 'i>clicker2, the latest i>clicker remote, retains the simplicity of the first i>clicker remote and gives you more entry options.' On the far right, a vertical sidebar contains a list of links: 'i>clicker', 'i>clicker', 'i>clicker', 'We', 'i>clicker', 'Ac', 'I'M', 'All field', 'First N', 'Last N', and 'Email'.

You can order it from <http://www.iclicker.com/purchase/>. You can also get a used i-clicker 2 from a range of other sources.



i>clicker2 maintains the trademark i>clicker simplicity with the addition of full numeric and alphanumeric entry capability. The LCD screen displays student responses, vote confirmation, battery life, remote ID, question mode and frequency. Speak with your instructor before you purchase to ensure that you are using i>clicker2 in your course. \$44.99  
[Learn more about i>clicker2](#)

**ADD TO CART**

## COMPUTER REQUIREMENTS

Some of your assignments will require that you connect to the electronic resources of the FAU library system. Some of them will require that you watch a film on-line (e.g., from Amazon instant or from a website.) Some of your assignments will need to be submitted on-line. You may work at home or choose to work in one of the FAU labs.

For the hours of operation of FAU labs, go to: <http://www.fau.edu/oit/labs/>

If you want to work at home, here is what you will need:

Operating system: A computer than can run Mac OSX or Win XP or higher

Connection to the internet: broadband is necessary; dialup connection will not be adequate

Peripherals: Speakers or headset; external hard drive, USB drive, or alternative way of backing up work.

Compatibility with Blackboard: Please visit the Students tab located at the top of the screen for Blackboard compatibility with your computer. Make sure your internet browser is compatible and that you have all the recommended plug-ins installed.

You should have basic competency in: downloading updating software (e.g., Adobe Acrobat); backing up files and data; interacting with websites (e.g., the National Institute of Mental Health website) and finding material on them. You should know how to manage Windows Media Player and files associated with it. You should know how to take, save and email a screen shot.

### ***Technical Problem Resolution Procedure***

Be sure to check the list of problems and solution on the course Blackboard site. On the course menu, go to Info/Tips/Problems. This can help you to figure out how to access an on-line resources, solve a problem with Blackboard, etc.

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before an on-line assignment is due, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so I can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur that could affect your grade:

1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file.
2. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select "Blackboard (Student)" for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, internet browser, and internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
3. Send a message within Blackboard to me to notify me of the problem. Include all pertinent information of the incident (2b-d above).
4. If you do not have access to Blackboard, send an email to me at [appleton@fau.edu](mailto:appleton@fau.edu) with all pertinent information of the incident (2b-d above).
5. If you do not have access to a computer, call me with all pertinent information of the incident. If I am not available, make sure you leave a detailed message.
6. If you do not hear back from the Help Desk or me in a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained. Sometimes, email or help desk tickets are misfiled or overlooked. It is your responsibility to be persistent.

### **COURSE LEARNING OBJECTIVES**

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

State the basic elements of the sociological perspective (theories, concepts, methodologies) as applied to the study of mental health and illness; explain the implications of these theoretical perspectives for

the prediction of social and political change; explain the difference between sociological and reductionist approaches

State the basic elements of, apply and evaluate the relative utility of constructionist and objectivist approaches to mental health and illness

State the basic elements of classic and current sociological theories about and research on processes and trends in the social construction of mental health and illness

Describe and explain the origins of the current mental health system (primarily in the US, but with some knowledge of other nations)

Use contemporary sociological theories of the social construction of mental health and illness to predict the direction of change in this set of social institutions and processes

Use contemporary sociological theories about institutionalization and professionalization to predict the direction of change in the mental health care system

Apply theories about and concepts fundamental to the sociological study of mental health and illness to the analysis of “psychological discourse” and its institutional framework, trends in mental health and mental illness, and the evolution of the psychological/psychiatric professions

State key findings of and summarize trends in sociological research on the connection between social trends, social statuses, social inequalities and the epidemiology of emotional distress and cognitive disorder

Analyze proposals for policy changes in the mental health care system and evaluate them according to clearly stated standards and with reference to data gathered from reliable sources

## **COURSE WORKLOAD**

You will need about **six hours a week** (in addition to the time that you will spend in class) to do the reading, studying and assignments (writing assignments, on-line quizzes) associated with the course. Some of you will require less; some will require more.

## **ASSIGNMENTS**

Assignments will be posted in the menu item called “Assignments.”

## **COURSE OUTLINE** (week by week, for each of the 15 weeks of the term)

1. The mad among us. How were the people that we label as “mentally ill” labeled and treated at earlier points in human history? And why does it matter how they used to be treated and explained?
2. The modern history of madness. Asylums and psychiatry.

3. Deinstitutionalization.
4. "Legally insane" and ideas about responsibility.
5. An epidemic of depression: introduction to epidemiology
6. Who decides what's normal? The rise of psychiatry
7. The medicalization of misery
8. Medicalization and medication
9. Identity, medicalization, and medication
10. Stress and stressors
11. Inequality: social class
12. Inequality: race, class, gender
13. The new normal: war in the era of PTSD
14. Special topics: to be selected through class interests
15. Conclusions: the future of mental health and illness

## **COURSE POLICIES**

### ***Time Commitment***

To be successful in this course, I estimate that you will need to commit at least 6 hours per week to the assignments outside of class. Some students might need more time than that. Please make sure that you have the time to do the work.

### ***Email Policy: use Messages in Blackboard***

If you need to contact me for a personal/confidential matter, I prefer that you use the Messages function in Blackboard rather than emailing me directly. This lets me keep track of all course-related communication more efficiently. Except for weekends and holidays and serious illness, I generally will respond to these messages within 24 hours.



*Create and send private and secure Messages to Course members.*

Go to Tools and you will find Messages.

If you have a general question about the course or the assignments, please use the Questions/Concerns discussion board within the course. Read the next section on what to post on the Questions/Concerns discussion board.

### ***Course-related questions: the Questions/Concerns discussion board***

Post course-related questions to the Questions/Concerns discussion board. Asking course-related questions in this way allows other participants with the same question to benefit from

the responses.

Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Students who repeatedly ignore the instruction to review the forum will lose points from their participation grade.

If you identify a problem in the course and solving that problem has widespread benefit to the other students in it, you may receive extra-credit points that are added to your participation grade.

Except for weekends and holidays, questions will generally be answered within 48 hours.

### ***Announcements***

You are responsible for reading all announcements posted by the instructor. Check the announcements each time you login to be sure you have read all of them since your last login session.

### ***Grading Policy***

Your grade in this course will be based equally on the following four types of assessments.

In this course, you will be evaluated on many different dimensions. This means that no single assignment can make or break your grade, which is generally A Good Thing for students. It also means that you cannot ignore the course for extended periods of time: you have to be able to read consistently, attend consistently, complete the assignments when they are due. This is a Good Thing because it increases the amount that you are likely to learn – but it is a challenge for some students who are accustomed to “cramming” for a couple of exams and largely ignoring the course at other times. This course is not a course in which you can succeed by cramming. It takes consistent involvement.

1. Online writing assignments: Three timed online essay writing assignments will be required throughout the semester. Percentage scores on these will be averaged to generate one percentage score for the writing assignments. One week before the writing assignments must be completed, you will be given a set of questions from which your questions will be selected. When you sit down to do the writing assignment, you will be given 45 minutes in which to complete it. So, to be successful, you should have prepared the answer before you start to write. (OVERALL: 40% of your class grade)
  - a. Writing assignment #1 will be due on February 10
  - b. Writing assignment #2 will be due on March 24
  - c. Writing assignment #3 will be due on April 28

These writing assignments will be responses “big picture” questions about the major themes/issues/controversies explored in the course. In order to do well on them, you will need to integrate course material (from class, from the assignments) and write a coherent and thoughtful essay. (If you have difficulty writing well, be sure to read the section about the University Center for Excellence in Writing that appears below. You can get coaching on your writing, but only if you plan ahead so you are not completing the assignment at the last minute.)



2. Iclicker questions that are answered in class will be 15% of your grade. Most classes will have iclicker questions as part of them. I typically will start the class with two or three questions. If you are late for class, you will forfeit your opportunity to earn the points associated with the Iclicker questions. These questions will be relatively simple if you have done the reading or viewing assignment prior to the class. You will also get points just for showing up in class, so it is important to (a) show up, (b) bring your i-clicker and (c) do the reading before you come to class.
3. On-line quizzes will be 25% of your grade. There will be a timed quiz every week unless I announce otherwise. It will cover the readings for the week and the lecture from the week. The quiz can be completed on Thursday or Friday. The quiz will consist of multiple-choice and/or short answer questions. You must do the reading and retain its major points in order to do well on the quizzes. You must come to class and take away the main points made during class in order to do well on the quizzes.
4. Discussion board contributions and journal entries will be 20% of your grade: Many of the units of the course will require a discussion board contribution or journal posts. I will give you clear prompts and guidelines for each discussion board or journal. Grading rubrics for journals and discussion boards will be provided; each discussion board assignment will be graded on a 4-point scale: 4, excellent; 3, satisfactory; 2, needs significant improvement; and 1, no submission or grossly inadequate submission. The scores that students get on each discussion board assignment will be averaged and then a percentage score generated. (For example, if a student's average score was 3.6, I would divide 3.6 by 4 to yield a percentage score of 90%).

A discussion board post or journal entry will be due every week by Tuesday at midnight unless I announce otherwise.

The discussion board posts and journal entries are venues for you to explore the "big picture" ideas that will be part of the larger writing assignments and that will be basis of your personal position on the course's questions.

Each of the four percentage scores will then be averaged (with the weights as described above) to yield an overall percentage for the course. (Note: I round up, so an 89.52 rounds up to a 90.) The grading scale is the following:

A 94 – 100%  
A- 90-93%  
B+ 87-89%  
B 83-86%  
B- 80-82%  
C+ 75-79%  
C 70-74%  
D 60-70%  
F 59% and below

### ***Methods of assessment***

Except for the Iclicker responses, all of these assessments will be done through Blackboard; the exams and quizzes will be done using the Lockdown Browser for multiple choice questions and with a requirement of submission of material through Turnitin for all essays; writing assignments will also be submitted through Turnitin.

### ***Policy on Academic Irregularities***

Plagiarism and all other forms of cheating will result in a grade of zero for the assignment and may result in more severe disciplinary consequences, ranging from an F (and a notation of academic irregularities on your transcript) to suspension or dismissal from the university.) If you assist someone to cheat, you will receive the same penalty as that person does. I urge you strongly to refrain from cheating. The chances that it will help you are small, and the risks to you (practical, moral and intellectual) are great.

Here is the University's formal statement:

**STATEMENT OF ACADEMIC INTEGRITY:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The FAU Code of Academic Integrity describes the expectations for students' ethical academic conduct and the procedures for charging a student with a violation of the Code. It also outlines the procedures for students to appeal such charges.

Examples of academic dishonesty include, but are not limited to, the following:

#### **(A) Cheating**

- i. The unauthorized use of notes, books, electronic devices or other study aids while taking an examination or working on an assignment.
- ii. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
- iii. Having someone take an exam or complete an assignment in one's place.
- iv. Securing an exam, receiving an unauthorized copy of an exam or sharing a copy of an exam.

#### **(B) Plagiarism**

- i. The presentation of words from any other source or another person as one's own without proper quotation and citation.
- ii. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
- iii. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

#### **(C) Other Forms of Dishonesty**

- i. Falsifying or inventing information, data or citations.
- ii. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
- iii. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
- iv. Any other form of academic cheating, plagiarism or dishonesty.

### ***Policy on Absences***

Students who miss class for reasons that are accepted by the university (religious observance, jury duty, university athletics, etc.) will be permitted to substitute their iclicker score for either the class meeting immediately prior to or immediately following their absence for the date of their absence. In order to receive this revised score, the student must contact me in Messages within a week of the absence. [Note: excused absences are those permitted by University policy, such as those for religious observation and jury duty. If you tell me “my sister is getting married this weekend so I won’t be in class on Thursday,” I will say, “thanks for letting me know.” That is not an excused absence.]

All students are permitted two “free” absences from class. I will substitute their average i-clicker score for the two zeroes earned on those absences.

If you have serious illness or family problems that interfere with your attendance such that you are going to miss more than two classes, please let me know. As always, contact me through Messages.

NOTE: it is your responsibility to arrange to have someone take notes for you or record the class for you if you are going to be absent.

### ***Accommodation as a consequence of a disability***

If you need accommodation as a consequence of a disability, you should register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133 (561-297-3880; in Davie, MOD I (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures. OSD will work with me to ensure that you have the necessary accommodations. <http://www.osd.fau.edu/>

### ***Policy on Late Work***

No late work will be accepted except under exceptional circumstances: a family emergency, an illness, etc. In the case of such exceptional circumstances, students should make every effort to contact me by email ([appleton@fau.edu](mailto:appleton@fau.edu)) prior to the assignment’s due date to request an extension. If you do not have access to email, telephone me at my office and follow up with an email as soon as possible. You may be required to provide documentation of any claims of such circumstances. Extensions are given for a limited period of time and, if work is not completed by the extension’s deadline, it earns a failing grade.

### ***Policy on Incompletes***

If circumstances beyond your control make it impossible for you to complete required work by the end of the term, I will consider giving you an incomplete if you have completed more than 50% of the exams and assignments in the course with an average grade of ‘C’ or better. Only a small set of circumstances will be considered as the basis for a request for an incomplete: for example, severe illness or some equally grave and on-going family crisis. Incompletes must be completed soon after the course ends. In many cases, students who are unable to do the work of the course should consider whether they should withdraw from the class. All students can

withdraw from classes through the seventh week of class (see <http://www.fau.edu/registrar/policy.php> for more information). After that point, withdrawals are granted only under a limited range of circumstances: information about medical/emergency withdrawal can be found through the office of the Dean of Students at <http://www.fau.edu/dean/exceptionalwithdrawal.php>.

## **STANDARDS FOR WRITTEN WORK**

### ***Rubrics for discussion board posts, journals, writing assignments***

All of your writing assignments will be evaluated according to a rubric that tells you the standards that I will use to evaluate them. You should review the rubrics carefully before you start to write an assignment. Yes, grammar and spelling DO count – just like they'll count on the job, in law school, and when you're helping your child with her homework.

### ***UCEW***

If you need coaching on your writing, you can get the help of an expert writing consultant at the University Center for Excellence in Writing. <http://www.fau.edu/UCEW/WC/> will give you more information. On the Boca campus, the UCEW is located on the second floor of General Classrooms South. If you have an appointment, you don't have to wait until a consultant is free. You could plan to visit the UCEW with the rough draft of your three major writing assignments, if you planned ahead.

### ***Netiquette: on-line interaction***

Students are expected to treat other students with courtesy and respect in all online communication. Viewpoints on some of the topics we will cover in the course may vary greatly among students in the course; disagreement with the ideas of other students is welcome and encouraged but should be conveyed respectfully and in the spirit of open dialogue and truth-seeking.

### ***Netiquette: on-line writing***

In discussion board posts or journals, please follow these principles

Write in complete sentences. Punctuate sentences appropriately.  
Organize your written work so that it is coherent and clear. Think before you write.  
Use proper spelling. Do not rely solely on spellchecking, as a spellchecker doesn't know the difference between the appropriate use of "there" and "their." Always proofread before you post.

Do not use profanity, vulgarity, or slang. Remember, some of the students in this course do not come from your subculture: they won't understand your slang; they might be offended by profanity that does not offend you or your friends. Do not use the abbreviations that are often used in text-messaging: this is a university course, and it requires that you write at that level.



Do not use emoticons or other “cutesy” devices. Write seriously and thoughtfully, as is appropriate to a university course. Do not use exclamation points too frequently: they are not a substitute for a clear analysis.

Capitalize appropriately. Do not write in ALL CAPS, as this typically seems like shouting.

Be careful about using humor, especially sarcasm and irony. In on-line communication, no one can see the visual cues that say, “hey, it’s a joke.” Attempts at humor are easily misunderstood.

Do not use sexist, racist and other forms of offensive language.

#### Academic Integrity Policy

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Any student in this class who is found to have committed a breach of this code of academic integrity will receive an appropriately severe penalty.

The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following:

##### (A) Cheating

1. The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment.
2. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
3. Having someone take an exam or complete an assignment in one’s place.
4. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.

##### (B) Plagiarism

1. The presentation of words from any other source or another person as one’s own without proper quotation and citation.

2. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
3. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

#### (C) Other Forms of Dishonesty

1. Falsifying or inventing information, data, or citations.
2. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
3. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
4. Any other form of academic cheating, plagiarism, or dishonesty

For more information, see the Code of Academic Integrity in the University Regulations at [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

Students should be aware that all work submitted in this course may be submitted to the University's plagiarism detection software. This software compares all submissions to a huge database of other writing and detects overlaps.

#### SUPPORT SERVICES

##### Office of Students with Disabilities (OSD)

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133 (561-297-3880; in Davie, MOD I (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures. <http://www.osd.fau.edu/>

##### Information Resource Management (IRM)

Students who confront computing, network, or other technological difficulties during this course may seek assistance from the University's IRM Department. Visit the IRM site at [www.fau.edu/irtm/index.php](http://www.fau.edu/irtm/index.php) for information and resources; questions not addressed by existing resources on the IRM website can be directed to IRM's online "Helpdesk" at [www.fau.edu/helpdesk/](http://www.fau.edu/helpdesk/). The helpdesk provides an online ticket submission system to help resolve any technological difficulties you may have throughout the course. If unable to login to the FAU website, you may call the helpdesk at (561) 297-3999.

University Center for Excellence in Writing (UCEW)



The University Center for Excellence in Writing is a valuable resource for any student interested in improving writing skills. The Center provides one-on-one consultation with trained consultants to enhance writing skills and address problem areas. As I grade written work throughout the semester, I will recommend seeking consultation from the UCEW to any student who might benefit from its services. The Center has walk-in locations on all campuses; see [www.fau.edu/UCEW/WC](http://www.fau.edu/UCEW/WC) for further information and for all center locations. The Center also provides on-line consultations through telephone or Skype; contact the Center for more information and to schedule a consultation.

### Library Resources

Students in this course will be required to make use of the university's library services for some assignments. The library's website is <http://www.fau.edu/library> . From this website, students may gain access to online articles and databases; these may be directly accessed from any computer on any FAU campus, but they may also be accessed from home or elsewhere by logging into Off Campus Connect (EZ Proxy). (You will need the number on your Owl Card in order to log in to Off Campus Connect.) The link to Off Campus Connect can be found on the library's homepage. Students unskilled in use of the library's resources may seek help from the Reference Department. From the library's homepage, click on "Ask a Librarian"; from this site, you may initiate contact with a librarian through chat, text, email, phone, or in-person. From this "Ask a Librarian" page, you may also click on Reference Department where you will find an array of resources that will guide you in the effective use of library resources.

### The Center for Teaching and Learning (CTL)

The University's Center for Teaching and Learning (CTL) offers resources that students may find helpful in improving their study skills and facilitating academic success. Their website is <http://www.fau.edu/ctl> . I strongly encourage students to visit this website and to make use of its many valuable resources, including especially "Tips for Success and Academic Resources" (<http://www.fau.edu/ctl/TipsForSuccessAndAcademicResourcesStudentResources.php>).

