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| COURSE TITLE (COURSE NUMBER): Biotechnology and Global Health BLHS 032 |

*DRAFT: GU\_BLHS 032 SPR2022 DRAFT 102921 rev SPR2020 rev 282 01 Fall 2021DRAFT 082321 1020EST 080121 rev 082620 071520 062920c.docx*

# Dates: WED Jan 12-Sat May 14

**Location**: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](https://canvas.georgetown.edu/student-resources/).

**Instructor**: **William J. Buckley PhD MA**

**Professor Contact Information**: [wjb22@georgetown.edu](mailto:wjb22@georgetown.edu)

**Virtual Office Hours:** Scheduled as needed. Look for announcements to find shared optimal time that works for everyone’s schedule. These times will be open and informal for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.

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| COURSE DESCRIPTION |

**As clinical bedside care became increasingly "bio-medicalized" with technology and pharmaceuticals, a "procedural" pursuit of ethics energized a new discipline of “Bioethics” through Georgetown’s** [**Kennedy Institute of Ethics**](https://kennedyinstitute.georgetown.edu/)**, rejecting Nazi medical experiments on prisoners, and four decades in the USA of not treating men of color for syphilis at** [**Tuskegee (1932-1972)**](https://en.wikipedia.org/wiki/Tuskegee_syphilis_experiment)**. Yet by 11/2021 a global COVID-19 pandemic brings [246 million cases, about 5 million deaths, almost seven billion vaccines given, 46m cases in the USA with 745k deaths](https://coronavirus.jhu.edu/map.html). What common tools help your toolbox of skills? This course is different than other courses which examine *“***[***Ethics of Covid***](https://static.scs.georgetown.edu/upload/files/syllabi/term_202110/course_BLHS-063/section_01/BLHS_100_-_Ethics_of_Covid-19_Syllabus.docx)***,”*  *“***[***Political Theory***](https://static.scs.georgetown.edu/upload/files/syllabi/term_202130/course_BLHV-282/section_01/GU_BLHV282_01_Fall_2021_DRAFT_080221_rev_082620_071520_062920c_3_15-1_60.docx)***”* and** [***“The Politics of Terrorism.”***](https://static.scs.georgetown.edu/upload/files/syllabi/term_202130/course_BLHV-274/section_01/BLHV274b_F21_Syllabus_080221_rev_0520.docx) **This course in “Biotechnology and Global Health” explores a contemporary "biosocial" approach to reframing issues of health, medicine and research in society. Understandings of biotechnology, personal and global health, wellness and disease are related to considerations of social justice, race, class, ethnicity, gender, sexual orientation, gender nonconformity, diversity, culture and the environment. Earlier “decision-based” guidelines are now being enhanced by bigger social issues of “policy” in biotechnology and global health, such as the role of social and environmental contexts in enhancing the negative effects of disease interactions (“[syndemics](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(17)30003-X/fulltext)” such as diabetes-depression and poverty).**

**This course also examines the benefits in patient care and public health that come from information engineering applied to the field of health care (**[**health informatics**](https://en.wikipedia.org/wiki/Health_informatics)**). We will discuss specific case studies, and national and global factors which interplay with economic, political and cultural systems and in turn impact personal and social wellness, disease and health, including the COVID19 pandemic. We will survey these issues and seek to understand the intersections among “Biotechnology” and “Global Health.”**

*Prerequisite or Co-requisite: None*

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| COURSE LEARNING OBJECTIVES |

Upon successful completion of this course, you will be able to:

1. Explain key concepts, methods, and the relevance of basic biology, biotechnology, global health, and political-economic, sociocultural and technological frameworks of analysis in wellness, health care and global health concerns.
2. Identify how diverse biotechnologies and social sciences work together to understand global health.
3. Discuss specific cases and national and global factors which interplay with economic, political and cultural systems and in turn impact personal and social wellness, disease and health.
4. Develop critical and historical perspectives on global health, including their relationships to social justice, race, class, ethnicity, gender, sexual orientation, gender nonconforming, diversity and the environment.
5. Compare different health care systems and their impact on the health care of populations.

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| COURSE READINGS |

**Textbook:**

ALL COURSE TEXTS/VIDEOS/AUDIOS are provided FREE OF CHARGE online to all registered students. If students wish, they may choose to purchase any texts/videos/audios, but such purchase is not required.

(not a single text but readings are listed under each module)

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| OVERVIEW COURSE STRUCTURE, COURSE ASSIGNMENTS AND GRADING CRITERIA |

## WEEKLY GRADED MODULES

This course consists of 14 modules, excluding the orientation module. Each module corresponds to approximately 1 week of study in this 15-week course. You should complete the Orientation module prior to beginning Module 1.

Each week a module is open for learning, except for Week 1 where you will have the Orientation module and Module 1 open. The later course modules are locked and will open on specific dates as you move through the course so that you can work on them. The modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. See the posted Weekly Schedule (<INSERT HYPERLINK>) for details.

## GRADED ASSIGNMENTS

**What Must I Do as A Student?**

This course is highly interactive. You should read **required texts**; all **posted materials are free of cost** for registered students; online course readings, videos, notes and outline materials are posted online. You should expect to spend more than 7-10 hours per week on the course. Follow GU CANVAS for the latest INSTRUCTIONS and versions of weekly readings and POSTS at https://georgetown.instructure.com.

Each week, students do EIGHT **Items Online**:

1. review posted learning goals,
2. watch posted video(s),
3. read required course texts and read selected online posted readings,
4. complete posted re-take-able quiz on assigned reading, optional for course credit but due by assigned deadlines
5. post a one-page essay (250 words) BY SUNDAY MIDNIGHT that answers a selected assigned posted question (or two) about the readings and video(s) with required quotations and citations from readings and page citations,
6. post a “Muddiest Point” about assigned readings, with required apt quotations and page citations from assigned readings
7. post responses to at least TWO other peer student answers due by MIDWEEK WED MIDNIGHT, with required apt quotations and page citations from assigned readings
8. and work on a self-chosen end of semester research project with the Instructor.

Detailed instructions, outlines, transcripts and notes for all course materials are available online.

Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

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| **Assignments** | **% of Grade** |
| **Final Research Paper** | **35%** |
| **Weekly Postings**  Discussion fora provide you with a means to have conversations with your fellow learners and are reflective by nature. They allow you to read others’ perspectives about the concepts you are learning and carefully consider a response, thus supporting critical thinking; includes re-takeable Quiz and posted Essay.   * ***Sunday 11:59 PM Deadline: Each hour late drops one letter grade***   n/5 x 14 weeks = total n/70 = total n/250 points   * ***Instructor Grade based on your Participation [Weekly Readings, Replies to Peers by WED, Muddiest Points, Contributions to Course]*** | **25%**  **Instructor Grade: 25%**  **Total: 50%** |
| **Peer Assessment** | **20%** |
| **TOTAL (Inclusive of Extra Credit)** | **105%** |

## GRADING

**WHAT COUNTS FOR GRADES?** Course Grades: Weighting and Scale

**Weighting Of Assigned Work** (*How is different coursework weighed together?*)

* **25%** Class weekly postings: Sun midnight deadline ***(Each hour late drops one letter grade);*n/5x14weeks=total n/70=total n/250 points**
* **20%** Peer Review
* **35%** Final Paper ***(SUN MAY 01MIDNIGHT Deadline. Each hour late drops one letter grade)***
* **25%** Instructor Grade based on your Participation (Includes Participation, Weekly Readings, Replies to Peers, Muddiest Points, Contributions to Course)

**TOTAL 105% on scale of 1050 points** *(=How is all my coursework measured/assessed together?)*

**SCALE OF GRADES: 105% on scale of 1050 points***(According to what scale is my coursework measured/assessed****individually****?)*

* Instructor Discretion Point Value: [“Instructors determine the point value required for final grades in their course.”](https://static.scs.georgetown.edu/upload/kb_file/ay_20_21_rules-and-regs.pdf) See “Grades and Grading”, 2020-2021 [SCS Academic Rules and Regulations](https://static.scs.georgetown.edu/upload/kb_file/ay_20_21_rules-and-regs.pdf) , pp 53-55.
* Grading in this course is determined by the following grading scale recommended from [GU CNDL template](https://docs.google.com/document/d/1BmhLC1sTFSFx_y6mXl9I2D2Y45riIhOoJaIE3dAC8VI/edit),

**Points and Letter Grades**

93 - 100 % = A

90 - 92 % = A-

87 - 89 % = B+

83 - 86 % = B

80 - 82 % = B-

77 - 79 % = C+

73 - 76 % = C

70 - 72 % = C

67 - 69 % = D+

60 - 66 % = D

Below 60 % = F

**GRADE DESCRIPTIONS***= What do the individual and final grades mean as standards of assessment in this course?*

**Letter Grading Descriptions adapted from** [**Georgetown SCS**](https://docs.google.com/document/d/1Cr3gLBclIjSriGsKmo512lqUG0Z6HMklSeJE-qrJeuo/edit) **follows:**

Listed below are grades and their corresponding academic standards.

**A = 93-100[+]%**

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of Instructions using a thesis statement *(“This demonstrates…with evidence…*), subject matter and conceptual integration. The written or oral presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Work responds in superior way to Instructor or peer recommendations for improvements. Additional input as evidence is provided, relevant to the subject, from required quotations, correctly cited quotations and outside sources or personal experience.

**A- = 90-92%**

Represents high quality performance. Follows Instructions carefully using a thesis statement *(“This demonstrates…with evidence…*), shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Work has taken account of Instructor or peer recommendations for improvements. Additional input as evidence is provided, quoted and cited correctly, relevant to the subject, from outside sources or personal experience.

**B+ = 87-89.99%**

Represents very good work. Understands Instructions using a thesis statement *(“This demonstrates…with evidence…*), shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Work has taken account of many Instructor or peer recommendations for improvements. Additional input as evidence is provided, quoted and cited correctly, relevant to the subject, from outside sources or personal experience.

**B = 83-86.99 %**

Represents satisfactory work. Shows adequate level of thinking and analysis and comprehension of Instructions using a thesis statement *(“This demonstrates…with evidence…*). Standard of presentation, organization and appropriateness of application is adequate, but could be improved. Some level of additional input is provided, quoted and cited correctly. Some Instructor or peer recommendations for improvements have been used.

**B- = 80-82.99 %**

Work is below undergraduate level expectations, marginally passing; does not adequately comprehend Instructions about stating and using a thesis statement *(“This demonstrates…with evidence…*). Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application. Inadequate attention to Instructor or peer recommendations for improvements. For example, level of additional input can be improved, quoted and cited correctly.

**C = 70-79.99%**

Work is clearly unsatisfactory. It shows poor grasp of Instructions because it does not adequately comprehend Instructions about stating and using a thesis statement *(“This demonstrates…with evidence…*). Work is minimally or poorly written and presented, shows poor analysis, misses important elements, lacks any noticeable attempts at application, level of additional input lacks adequately and correctly quoted and cited sources. Near complete avoidance without explanation of repeated Instructor or peer recommendations for improvements, or use of GU SCS resources for assistance.

**D=60-69.99%**

Work is demonstrably unsatisfactory. Work fails to understanding Instructions; for example, does not correctly state or use a thesis statement *(“This demonstrates…with evidence…*); does not meet course objectives stated in syllabus and at website; missing or inadequately written and presented work, inadequate analysis, mistaken or missing important elements, missing required correctly quoted and cited sources, lacks any noticeable attempts at application, and pending notification of same does not respond adequately (e.g. ignores recognized communication, disregards documented assistance, becomes resistant, hostile or combative) to Instructor or peer recommendations for improvements.

**F = 59.99% and below**

Fails to meet minimum acceptable standards stated in syllabus and posted at website.

* GU Academic Policies and Procedures at
* <https://scs.georgetown.edu/departments/8/visiting-non-degree-status/academic-resources-and-policies>
* <https://bulletin.georgetown.edu/regulations/studying/>

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| COURSE SCHEDULE |

All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated. **Initial postings for all discussion fora are due by Sundays 11:59 p.m. Responses to peers are due by Wednesday of the following week at 11:59 p.m.**

This course begins with an Orientation and is divided into **[15]** modules. Below is an outline describing the course structure. Each Module will be released on a weekly basis every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order.

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

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| Date | Module | Assignments Due |
| **Week 1a**  WED Jan 12- SAT JAN 22 ASSIGNMENT DEADLINE POST DUE **FOR CREDIT NO LATER THAN SAT JAN 22** | **Module 0 Orientation (Biotechnology and Global Health)**  See Zoom Welcome from instructor.  ***and*** | 1. Discussion - Get to Know Your Fellow Learners    1. Post Two Peer Replies |
| **Week 1b**  SUN Jan 23-SAT JAN 29  ASSIGNMENT DEADLINE POST DUE **FOR CREDIT NO LATER THAN SUN Jan 23** | **Module 1: What is Biotechnology?**  Read and watch materials to answer a broad question, “What is Biotechnology?” | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Week 2**  SUN Jan 30 -  Sat Feb 05  **DUE FOR CREDIT NO LATER THAN SUN Jan 30** -  Sat Feb 05 | **Module 2: What is Global Health?**   * Read and watch materials to explore diseases, how they have been understood and treated in “global” and not merely “national” or “regional” terms | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Week 3**  SUN FEB 06 -  SAT FEB 12  **DUE FOR CREDIT NO LATER THAN SUN FEB 06** -  SAT FEB 12 | **Module 3: How does “Critical Sociology” Interpret Global Health?**   * Read and watch materials to explore how social-scientific disciplines of sociology and anthropology interpret “Global Health” and “Biotechnology” in complex personal, social, political, cultural and economic systems | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Week 4**  SUN Feb 13 -  SAT FEB 19 | **Module 4: How is Global Health Biosocial called “Syndemics”?**   * Read and watch materials to explore how “Global Health” is biosocial, and called “Syndemics” or clusters of disease and health conditions amplified into health disparities by structural social environments | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Week 5**  SUN Feb 20 – SAT Feb 26 | **Module 5: Why are There Maternal Disparities in Global Health?**   * Read and watch materials to explore maternal health and death, childbirth, the postpartum period, child survival, health interventions, conditions, behaviors and social determinants. | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Week 6**  SUNDAY Feb 27-FRI MAR 04 | **Module 6: How is Reproduction Socio-cultural?**   * Read and watch materials to explore biological, clinical, biotechnological, biosocial, cultural and political understandings of “reproduction” across cultures | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Saturday, March 5–Sunday, March 13** | **SPRING BREAK** |  |
| **Week 7**  Mar 14 [MON] - Mar 19 | **Module 7: What are Colonial Legacies in Global Health?**   * Read and watch materials to explore definitions of infection, malaria, smallpox, biogenetic origins, history, impact and treatments | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies 2. Complete Mid-Semester Survey 3. Complete Mid-Semester Peer Assessment |
| **Week 8**  **Sunday** Mar 20 – SAT Mar 26 | **Module 8: How does Financing Work in Global Health?**   * Read and watch materials to explore questions about the costs of global health and debates who should pay what | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Week 9**  **Sunday** Mar 27-SAT April 02 | **Module 9: What are Diagnostics in Global Health?**   * Read and watch materials to explore why “without diagnostics, medicine is blind” because diagnostics are tests for diverse diseases and therapeutics | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Week 10**  **Sunday** April 03-April 09 | **POST 1 sentence Thesis for final paper (50 points) MONDAY April 02 midnight Discussion Board Week 10**  **Module 10: What is Good Governance in Global Health?**  Read and watch materials to explore how mass health initiatives helped reduce and even eradicate some infectious diseases by “good governance” and good governments. | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Week 11**  **Sunday** April 03-SAT April 09 | **Module 11: Why is Depression the Largest Global Health Burden?**   * + Read and watch materials to explore whether and why “there is no health without mental health” in personal, biocultural, political and economic terms | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies 2. Complete and submit topic and thesis statement for Final Paper |
| Thursday, April 14–Monday, April 18 | **EASTER BREAK** Thursday, April 14–Monday, April 18 |  |
| **Week 12**  TUES April 19-SAT April 23 | **Module 12: Is the Opioid Crisis a Crime, Disease or Syndemic?**   * + Read and watch materials to explore the basics of pain management, opioids, addiction “use disorder,” the national and global opioid epidemic, social determinants, risk factors, criminalization and medicalization | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies |
| **Week 13**  **Sunday** Apr 24 – SAT Apr 30 | **Module 13: Covid19, Biotechnology and Global Health**   * Read and watch expert materials to explore the basics of Covid Syndemics in answer to basic questions: *What and who are responsible* *for* SARS-CoV-2 (virus) and *Covid-19 (disease)*? | 1. Weekly Discussion Board Postings:    1. Questions & Muddiest Point    2. Post Two Peer Replies 2. Expert Interview Discussion postings |
| **Week 14**  **Sunday MAY 01-SAT MAY 06** | **FINAL PAPER DUE SUNDAY MIDNIGHT MAY 01 (One grade drop each hour late)** | 1. Complete and Submit Final Research Paper; due SUNDAY MAY 01 11:59 pm (One grade drop each hour late) |
| **Week 14**  **DUE TUES MAY 03** | **POST BY TUES MAY 03 Last Day of Class MIDNIGHT Module 14: ZOOM TWO -THREE MINUTE SUMMARY of Research Paper**  **NO WORK FOR CREDIT ACCEPTED PAST 05/07/22** | 1. Submit/**POST Final Zoom** summary of final paper-- at either common session or separately 2. Complete End-Semester Peer Assessment |
| **Week 15**  **WED MAY 18** | Grades Due for Continuing Undergraduate Students | Grades Due for Continuing Undergraduate Students |
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[Spring Academic Calendar 2022](https://scs.georgetown.edu/resources-current-students/academic-calendar/spring/)

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| Spring 2022 Full Semester Courses for Degree Programs All dates and deadlines must be met in accordance with Eastern Time (ET). | |
| First Day of Classes; Follow Monday schedule | Wednesday, January 12 |
| Holiday: MLK Day (University closed—no classes) | Monday, January 17 |
| Last Day to Add | Friday, January 21 |
| Last Day to Drop without a grade of W | Friday, January 21 |
| Last day to withdraw with 100% refund | Tuesday, January 25 |
| Last day to withdraw with 80% refund | Tuesday, February 8 |
| Holiday: President's Day (University closed—no classes) | Monday, February 21 |
| Classes resume (Follow Monday schedule) | Tuesday, February 22 |
| Last day to withdraw with 70% refund | Tuesday, February 22 |
| Spring Break (No classes) | Saturday, March 5–Sunday, March 13 |
| Last day to withdraw with 50% refund | Tuesday, March 1 |
| Last day to withdraw with 40% refund (Tuition will not be refunded for withdrawals after this date) | Tuesday, March 8 |
| Theses Submission Deadline for MALS and DLS Candidates | Friday, April 1 |
| Registration for Following Fall Term Begins | Monday, April 4 |
| Easter Break (No classes) | Thursday, April 14–Monday, April 18 |
| Last Day to Withdraw from Classes with a grade of W | Tuesday, April 19 |
| Last Day of Classes | Tuesday, May 3 |
| Study Days | Wednesday, May 4–Thursday, May 5 |
| Final Examinations Begin | Friday, May 6 |
| Final Examinations End (End of Spring term) | Saturday, May 14 |
| Grades Due for Graduating Students | Monday, May 16 |
| Grades Due for Continuing Undergraduate Students | Wednesday, May 18 |
| Commencement Weekend | Friday, May 20–Sunday, May 22 |
| Grades Due for Continuing Graduate Students | Monday, May 23 |

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| INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS |

As a 2022 student your classroom experience will be very different but just as rigorous as your residential student experience. You can expect to:

* Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
* Navigate the internet using a web browser (note that certain tools may require a specific browser).
* Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
* Submit assignments in Canvas.
* Upload and download saved files (including text, audio, and video).
* Use a microphone to record audio.
* Use a webcam to record video.

In this course we will use the following tools:

* [Add tools that students will use in the course here]

## Computer Requirements

* You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.
* You will also need an internal or external microphone and camera to complete this course. While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this [Canvas guide](https://guides.instructure.com/m/67952/l/720328).

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| COURSE POLICIES AND EXPECTATIONS |

## Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes on time.

## Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately **[7.5 hours per week]** on the work for each online module.

## Communication Expectations

### Communication with Peers

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis.

### Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

If you have general questions about assignments and course materials please post these questions in the General Question Discussion Board Forum **[link to board in the course]**, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

* *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
* *Be patient.* If you have a concern and send me a message, you can expect a response within [insert #] business days. Please allow [insert #] business days for assessment submission feedback.
* *Specify subject.* Subject line should include the topic of the message and class title.
* *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
* *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

### Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

[Add additional course-specific policies here (e.g., late work, make-up policy, citation policy, absences)]

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| ACCOMMODATIONS |

## Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](http://academicsupport.georgetown.edu/disability), the office that oversees disability support services,(202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](http://academicsupport.georgetown.edu/disability). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

## Accessibility and Inclusion

One of the central tenets of Georgetown’s educational mission is cura personalis, a Latin phrase meaning “care of the whole person.” Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

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| ACADEMIC INTEGRITY |

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown’s Honor System](https://honorcouncil.georgetown.edu/system/policies/) and to take the Honor Code Pledge.

## Honor Code Pledge

*In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.*

## Plagiarism

Stealing someone else’s work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another.” More guidance is available through the [Gervase Programs](http://honorcouncil.georgetown.edu/system). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](http://www.plagiarism.org).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](https://honorcouncil.georgetown.edu/).

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| SUPPORT SERVICES |

### **Computer Requirements**

**Canvas Caution about Cellphones and IPads:** Students should use desktops or laptops to accurately access complete course syllabus and website content on Canvas.

* Students may push Assignment Deadlines from Canvas into cell phones.
* **Due Diligence Warning**: Cellphones and iPads do **not** adequately access all content on Canvas course website; that is, some content is not viewable such as some GU SCS weblinks, Instructor and Peer Responses to work, some pdf/doc files of readings, some media/videos.
* Students are responsible for all GU SCS/Instructor posted content on syllabus and website.
* Cell phones and iPads can enhance but do not replace desktop and laptop access to syllabus and website content at GU SCS and Canvas.

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

### **Technical Support**

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use TurnItIn and Zoom; you might find Internet Basics and Digital Skills helpful.

* **TurnItIn** is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available.
* **Zoom** enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available.
* **Computer & Internet Basics**   wireless To successfully participate in an online course or online component of an on-campus course you need a basic knowledge about your computer and how to perform frequent tasks, such as managing files, handling e-mail, and creating, attaching or uploading documents. Students should have basic familiarity with the Internet, including locating University course website, external web sites, downloading files, participating in chats or discussion lists using email, including attaching files to e-mail communications. Click the links below to view tutorials on the computer and internet basics you’ll need to know.
* [Personal Computers](https://www.gcflearnfree.org/computerbasics/)
* [Windows 10](https://www.gcflearnfree.org/windows10/)
* [Windows 8](https://www.gcflearnfree.org/windows8/)

* [Office 2016](https://www.gcflearnfree.org/topics/office2016/)
* [Internet Basics](https://www.gcflearnfree.org/internetbasics/)
* [Downloading and Uploading](https://www.gcflearnfree.org/internetbasics/downloading-and-uploading/1/)

* [Internet Access](https://uis.georgetown.edu/internet-access/)
* [GU: Frequently Asked Questions (WiFi)](https://uis.georgetown.edu/wifi-faq/)
* GU: [Are You Having Home Internet Connectivity Issues?](https://uis.georgetown.edu/internet-access/home-internet-connectivity-issues/)
* [GU: Q/Help with Canvas](https://canvas.georgetown.edu/student-resources/)
* GU: [Computers, Technology & the Internet: digital literacy, personal identity, data ownership](https://georgetown.domains/get-started/)
* GU: [Evaluating Internet Resources](https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content)
* [Internet Safety](https://www.gcflearnfree.org/internetsafety/)
* [Email](https://www.gcflearnfree.org/email101/)
* [iPad Basics](https://www.gcflearnfree.org/ipadbasics/)

* [Technology Buying Guide](https://www.gcflearnfree.org/technology-buying-guide/)
* [Search Engines](https://www.gcflearnfree.org/searchbetter/all-about-online-search/2/)
* [Browser Basics](https://www.gcflearnfree.org/internetbasics/using-a-web-browser/1/)
* [Web Browsers](https://www.gcflearnfree.org/topics/internet/)
* **VoiceThread** is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. Technical support for VoiceThread is available.
* [**Digital Skills Bootcamps**](https://scs.georgetown.edu/digital-skills-bootcamps/) Georgetown’s bootcamps are a complete package of technical skills, critical and strategic thinking, collaboration, and creative skills, bundled with individualized career coaching—all taught by our renowned faculty.

**Audio and Video Capability**

* You will need an internal or external microphone. Most computers now come with them built in.
* You will need an internal or external camera. Most computers now come with them built in.

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](https://mailchi.mp/13585756d7e9/mental-health-resources-for-students?e=%5BUNIQID%5D) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

* [Academic Resource Center](http://academicsupport.georgetown.edu/)202-687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](http://caps.georgetown.edu/)202-687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/)(202) 687-4798

## Sexual Misconduct

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault.

Please also note that University policy also requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

* Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention (202) 687-0323 | [jls242@georgetown.edu](mailto:jls242@georgetown.edu)
* Erica Shirley, Trauma Specialist, Counseling and Psychiatric Services (CAPS), (202) 687-6985 | [els54@georgetown.edu](mailto:els54@georgetown.edu)

More information about campus resources and reporting sexual misconduct are available on [this](https://sexualassault.georgetown.edu/get-help/) website.

## Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website.](https://titleix.georgetown.edu/)

## Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](https://www.library.georgetown.edu/ask-us) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](http://scs.georgetown.edu/resources-online-students/) for additional information.

##### **Citation Policy**

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here:

* For an online summary of the APA Style: <https://www.pdf.umb.sk/app/cmsSiteAttachment.php?ID=4098>
* GU SCS Citation Assistance at <https://guides.library.georgetown.edu/scsgeneral/apa>
* Further resources for this citation style are available through
* APA Style Guidebook download at <https://www.msubillings.edu/asc/pdf/APA%207th%20Edition.pdf>

**eResources**

Students enrolled in courses have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library’s Homepage](https://www.library.georgetown.edu/) by using your NetID and password.

## Learning Resources

Georgetown offers a host of [learning resources](http://scs.georgetown.edu/academic-affairs/resources/) to its students. Two that you might find particularly helpful in this course are the [Writing Center](https://writingcenter.georgetown.edu/) and [Refworks](http://guides.library.georgetown.edu/refworks).

* [The Writing Center](https://writingcenter.georgetown.edu/) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
* [Refworks](http://guides.library.georgetown.edu/refworks) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

## Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](http://guides.instructure.com/m/4212).

### **Netiquette Guidelines**

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar.

*Text speak* (e.g., acronyms, shorthand phrases, numbers as words) are *unacceptable*.

* **Discussion boards:** Postings are of three kinds: (1) Your weekly edited, written paper which should use apt quotations and page citations (see posted samples); (2) Your muddiest point (a question about readings) (3) Your peer replies. Your weekly paper and muddiest point should be **carefully written and edited** **responses to readings/posted questions** with quotes and proper citations using a thesis statement (See posted student Sample Answers). Your peer responses are reflective answers of college students not cell phone blogs or hashtags but should respond to each other and use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language in peer responses is only minimally acceptable. Responses should be thoughtful responses to each other’s work. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your coworkers; you are making a point and engaging in conversation. Discussion Boards help you share with friends and practice the art of “conversation”. Learning this art of conversation means understanding how to be an empathetic listener and meet the expectations of your interlocutor that you will be “coherent” and “reasonable” to be “convincing” in ways to “advance the argument”.
* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding too informal a tone or word use in your written assignments and presentations.

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| ONLINE PROCTORING [if applicable] |

This online course uses Proctorio, an online proctoring solution integrated in Canvas quizzes which offers identity verification, test monitoring, and a number of other features to ensure academic integrity. Throughout an exam, Proctorio will record the testing environment, and depending on the settings of the exam students may need to provide a scan of the room. Therefore, students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. At the end of the exam, Proctorio generates an automated report for the instructor flagging any suspicious behavior, such as opening up new tabs on browsers, talking to others in the room, and looking away from the screen for too long.

Students will be required to:

* Use a computer with a functioning webcam and microphone (no iPads, kindles, or mobile devices)
* Use Google Chrome browser
* Install the Proctorio extension to the Google browser
* Have a reliable internet connection
* Use a quiet private location
* Have the GU photo ID ready to show, if applicable

Students will take a practice quiz using Proctorio to test their systems and help prepare for an actual exam. 24/7 support is available via Proctorio. For additional information, please review [Proctorio’s Best Practices for Students](https://cdn.proctorio.com/guides/canvas/test-taker/getting-started.pdf) and visit [Proctorio Support](https://proctorio.com/support).

Please note: If you have challenges finding a computer that meets the technical requirements above, and/or concerns using an online proctoring tool, please speak to your instructor who will work with you to find an equivalent alternative.

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