

**PubH 1003**  
**Alcohol and College Life**  
**Spring 2009**

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**Credits:** 1

**Meeting Days, Times, Place:** not applicable; course is entirely online

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## I. Course Description

Welcome to Alcohol and College Life! This course was written to address some of the issues many students face in college and reinforces personal prevention strategies to maximize student and campus safety. The course provides college students with factual information about how alcohol and other drugs affect college life. It is intended for first-year students; however, sophomores and juniors may also enroll. Alcohol and College Life highlights stories and information pertinent to all students, regardless of whether or not they choose to drink. As you go through the lessons, think about how they apply to you and your experiences. Even if you haven't had a related experience, chances are that someone you know has or will, or that you might in the future.

## II. Course Prerequisites

This course is intended for undergraduate students (primarily freshmen). You must have access to a computer and the Internet and should have basic computing skills.

To self-assess your readiness for e-learning and learn tips for successful e-learning, go to: <http://digitalcampus.umn.edu/onlinelearningassessment.html>.

### **III. Course Goals and Objectives**

The overall academic course goals are that students will be able to:

- Discuss basic scientific, medical, and socio-cultural aspects of alcohol as it relates to undergraduate college students.
- Describe personal prevention skills regarding alcohol, which maximize safety, academic achievement, and self-growth.
- Discuss expectations regarding alcohol from a personal viewpoint as well as the viewpoints of other students, parents, and the University.

Our primary objectives are to:

- Support students who do not drink. Nearly thirty percent of college students have not drunk alcohol in the previous 30 days (Boynton College Student Health Survey, 2007). We want to reinforce and encourage the responsible behaviors of students who choose to not drink.
- Reinforce safety skills among students who do drink. We recognize that a portion of college students choose to drink. We want to encourage safe and responsible behaviors to prevent negative outcomes.
- Counter dangerous myths and negative behaviors. There are significant gaps in students' knowledge regarding alcohol. These gaps, such as "it is good to pass out because the body stops absorbing alcohol," can have dangerous and deadly consequences. We want to present students with unbiased information to help them make responsible decisions.

Lesson-specific objectives are listed at the beginning of each interactive lesson.

Policies have been developed through previous experiences with students. They are meant to help you meet the expectations of the course and to ensure that all students are treated fairly.

### **IV. Methods of Instruction and Work Expectations**

Because Alcohol and College Life is an entirely web-based class, you are not required to attend any lectures or classroom sessions. Viewing the lessons online is the same as going to class, except you can complete this course while in bed, at a coffee shop, or from anywhere else you have access to the Internet!

ACL requires use of the Internet for access to the course site and University email. We assume you have access to a computer and the Internet. If you don't have a computer and/or Internet access at home, the University has many free public computer labs on campus. For a complete listing, see <http://oit.umn.edu/computerlabs/using/locatingfacilities/index.html>.

Alcohol and College Life is a one-credit course. The University expects that, for each credit, you will spend a minimum of three hours per week attending class, reading, studying, completing assignments, etc. Thus, ACL requires approximately 3 hours of effort per week.

## **Internet ID and Password**

You must use your University of Minnesota Internet ID and password to access both the course site and your University email account. The Internet ID is typically the first several letters of your last name followed by several numbers: for example, john1234. Information on initiating and maintaining University accounts can be found at <https://www.umn.edu/validate>. If you are uncertain about some aspect of your account, contact the University of Minnesota Academic and Distributed Computer services help-line either by phone (612-301-4357) or email ([help@umn.edu](mailto:help@umn.edu)).

## **University Email**

All registered University of Minnesota students are provided a University email account. You are responsible for reading emails sent to your University email account. This is the main form of communication for Alcohol & College Life, so you need to have access to their University email account and check it frequently.

To access University email:

- go to <http://www.mail.umn.edu>
- log in using UMN Internet ID and password

Per FERPA (Family Educational Rights and Privacy Act) regulations, all email communications with you must be done utilizing your University-issued student email account. This is to protect your privacy and ensure that someone else will not gain access to your data by setting up a non-secure account in your name. Thus, we will not respond to emails sent from non-University email accounts. To ensure a response, send emails using your University email account only.

The instructor teaches multiple classes. When sending an email, help ensure a quick response by including the class and section in the subject heading or first sentence of the email. Also, do not expect replies to be immediate. Our goal is to respond within one business day.

## **Course Web Site**

You are expected to access the course site several times per week. To access the WebVista course site:

- go to <http://myu.umn.edu>
- log in using UMN Internet ID and password
- click the “my courses” tab or “myu space” link
- scroll down to the link for this course; click it to get to the course site

Make sure that the computer's browser is compatible with WebVista by visiting <http://www.webct.umn.edu/browser/>. A variety of supported browsers for Windows and Mac platforms are available at this site.

Most users experience little trouble with WebVista; however, for problems at any time during the semester, visit the U of MN WebVista Help site at <http://webct.umn.edu/> to look for solutions to the problem. The student support area, <http://webct.umn.edu/students/>, is especially useful.

If the question has to do with how to use a particular tool or function in WebVista (e.g., the Assignments tool), click on the "help" button located on the upper right side of the WebVista window. Step-by-step instructions explaining how to use the tool will be shown.

**If the above solutions do not resolve the problem, direct questions to the Technology Helpline at (612) 301-4357 or call 1-HELP on campus. We often do not have the expertise or access level necessary to solve technical problems.**

## V. Course Text and Readings

There is no assigned textbook. All of the course lessons and readings can be accessed via the course site.

### Interactive Lessons

Students learn in different ways. Some learn material better when they see it (visual), such as by reading a book. Others learn better when they hear the material (auditory), such as by listening to a lecture. Still others need to be moving or doing something in order to learn the material (tactile/kinesthetic), such as by taking notes in their own words to reinforce the learning process.

The Alcohol & College Life interactive lessons were designed to meet all three learning styles. Students can:

- Click through the slides in order, stopping to read and/or listen to each slide while sitting at the computer.
- Print the text of a lesson and read it from a hard copy.
- Download an .mp3 of a lesson onto an iPod or other mp3 player and listen to it on the run.

How to download and print lesson text:

- Enter the Interactive Lessons.
- Click the "Transcript & References" button on the left-hand side of the course lesson you want to download. A new browser window will pop up. It will contain all the text of the current lesson.

- Print a hard copy from your browser's File menu, using Print, or save it electronically.
- Go back to the slides that have interactive material, as those concepts will be covered on quizzes. (Contact your TA if you'd like a list of the slides that have interactive material.)

How to download lesson mp3:

- Enter the Interactive Lessons.
- Click the "Download mp3" button on the left-hand side of any lesson.
- Click the link of the lesson if you want to listen to it from your computer now.
- If you want to transfer a lesson to an iPod or other MP3 player, right click on the lesson link and select "Save Target As" to save files to your MP3 folder (Mac users CTRL + click and "Save Link Target As").
- The file can be played by any mp3 software player on your computer or by a handheld mp3 player such as an iPod.
- Go back to the slides that have interactive material, as those concepts will be covered on quizzes. (Contact your TA if you'd like a list of the slides that have interactive material.)

Interactive Lesson Authors

- Jim Rothenberger, MPH, CT, Morse Alumni Distinguished Teaching Instructor, School of Public Health, University of Minnesota
- Tayne DeNeui, BA, MPH candidate, School of Public Health, University of Minnesota

## Required Readings

In order to open the readings, you will need Adobe Acrobat Reader or a similar program that can read PDF files (e.g., Preview). Adobe Acrobat Reader can be downloaded for free: <http://www.adobe.com/products/acrobat/readermain.html>.

## Technical Difficulties

If you experience technical difficulties with the interactive lessons or readings:

- Contact your TA immediately.
- Include specific details about your technical problem:
  - Campus & course/section number
  - Lesson(s) and/or readings(s) you were trying to access/view

- Date/time difficulty occurred
- Type of Internet browser being used (e.g. Firefox, Safari, Internet Explorer)
- Description of what the computer screen displays (e.g. white screen)
- Specific error message, if applicable (e.g. forbidden, invalid ticket, etc.)

## VI. Course Outline/Weekly Schedule

THERE ARE DUE DATES. It is expected that all coursework will be turned in on time. Put these due dates on your calendar now, or print this schedule and post it near your computer.

	Tasks	Deadline
January 20-28	Complete the Orientation Module (optional)	11:55 pm Wed, Jan 21
	Complete Module 1 <ul style="list-style-type: none"> <li>• Read the Course Syllabus</li> <li>• Take Quiz 1</li> <li>• Write Essay 1</li> </ul>	11:55 pm Wed, Jan 28
January 29- February 11	Complete Extra Credit 1 (optional) Submit Module 1 late work if necessary	11:55 pm Wed, Feb 4
	Complete Module 2 <ul style="list-style-type: none"> <li>• Read lessons 1-3 and their readings</li> <li>• Take Quiz 2</li> <li>• Write Essay 2</li> </ul>	11:55 pm Wed, Feb 11
February 12-25	Complete Extra Credit 2 (optional) Submit Module 2 late work if necessary	11:55 pm Wed, Feb 18
	Complete Module 3 <ul style="list-style-type: none"> <li>• Read lessons 4-6 and their readings</li> <li>• Take Quiz 3</li> <li>• Write Essay 3</li> </ul>	11:55 pm Wed, Feb 25
February 26- March 11	Complete Extra Credit 3 (optional) Submit Module 3 late work if necessary	11:55 pm Wed, Mar 4
	Complete Module 4 <ul style="list-style-type: none"> <li>• Read lessons 7-9 and their readings</li> <li>• Take Quiz 4</li> <li>• Write Essay 4</li> </ul>	11:55 pm Wed, Mar 11
March 12- April 1	Complete Extra Credit 4 (optional) Submit Module 4 late work if necessary	11:55 pm Wed, Mar 25
	Complete Module 5 <ul style="list-style-type: none"> <li>• Read lessons 10-12 and their readings</li> <li>• Take Quiz 5</li> <li>• Write Essay 5</li> </ul>	11:55 pm Wed, Apr 1
April 2-15	Complete Extra Credit 5 (optional) Submit Module 5 late work if necessary	11:55 pm Wed, Apr 8
	Complete Module 6 <ul style="list-style-type: none"> <li>• Read lessons 13-15 and their readings</li> <li>• Take Quiz 6</li> <li>• Write Essay 6</li> </ul>	11:55 pm Wed, Apr 15
April 16-29	Complete Extra Credit 6 (optional) Submit Module 6 late work if necessary	11:55 pm Wed, Apr 22
	Complete Module 7 <ul style="list-style-type: none"> <li>• Read course summary</li> <li>• Write Final Paper</li> </ul>	11:55 pm Wed, Apr 29

April 29- May 6	Complete Extra Credit 7 (optional) Submit Module 7 late work if necessary	11:55 pm Wed, May 6
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### ***Other Important Dates***

- First day of classes: Tuesday, January 20
- Last day to add classes: Monday, February 2
- Spring Break (no classes): March 16-20
- Last day to drop classes: Monday, March 16
- Last day of classes: Friday, May 8
- Finals: Monday-Saturday, May 11-16

## **VII. Evaluation and Grading**

### **Grade Calculation**

You will be evaluated on the completion of 6 quizzes, 6 written essays, and a final paper. There is no final exam in this course. You may complete up to 10 points of extra credit throughout the semester.

### **Quizzes**

Each quiz consists of 10 multiple-choice questions and is worth 10 points.

Quiz questions will cover information from relevant lessons, including audio clips, interactive models, and required readings. Go through the appropriate lessons and readings before starting each quiz, as you cannot go back to them once you've started the quiz.

When you are ready to take a quiz, select it from the Assessments section of the course web site and follow the on-screen directions to begin.

There is a 10-minute time limit on each quiz. Be aware of the time. If you do not complete a quiz within 10 minutes, it will automatically be submitted at 10 minutes.

Save the answer to each question as you progress through the quiz. If you go back to a question and change the answer, you need to resave the new answer. Make sure that all of your answers are saved before you submit the quiz.

When you submit the quiz, wait for a message that the quiz has been submitted successfully before logging out and closing the browser. Double check that your quiz was submitted successfully by going to the Assessments section and clicking on the "View All Submissions" tab.

## Written Assignments

### Essays

Essay questions will cover information from the lessons and readings. The essay questions are meant to encourage reflection about the course topics in order to increase your understanding of how they apply to your personal life. Be sure to provide a thorough explanation of your viewpoints. Simple Yes, No, I agree, or I disagree responses are not acceptable.

You will generally have several questions to choose from for each essay assignment. Questions are listed within the appropriate essay link in the Assignments section of the course web site. More specific instructions and expectations for the essays are provided there as well.

When you submit the essay, wait for a message that it has been submitted successfully before logging out and closing the browser. Double check that your essay was uploaded and submitted successfully by going to the Assignments section and clicking on the “Submitted” tab.

### Final Paper

There is not a quiz or essay due in module 7, nor is there a final exam in this course. The final assignment is a paper.

Reflect on and describe three examples of what you have learned during the time that you have taken this course. Think back throughout the semester.

- What do you know now that you did not know before?
- How has this changed your previous attitudes, behaviors or expectations about alcohol, tobacco, or other drugs?
- How have you applied or could you apply this to your personal life?
- Your examples can reflect knowledge, attitudes and/or behaviors but should be specific and relate to the course objectives.
- More specific instructions and expectations for the final paper are available in the Assignments section of the course web site. Be sure to read them before writing and submitting your paper.

When you submit the paper, wait for a message that it has been submitted successfully before logging out and closing the browser. Double check that your paper was uploaded and submitted successfully by going to the Assignments section and clicking on the “Submitted” tab.

## Citing Sources for Alcohol & College Life Assignments

You are expected to cite the sources in your essays and papers. It is important that you respect authorship and intellectual property. You should clearly communicate which information and ideas come from which sources.

You can use either APA or MLA format but must choose one format and use it consistently throughout the essay or paper. Both formats require an in-text citation and a list of references or works cited.

Refer to the “Tips for Success” section of the course discussion board for APA and MLA citation guides. These guides should be followed for citing required readings, external links, or outside sources. The examples below should be followed for citing the ACL interactive lessons:

APA format:

In-text citation:

“Quote” or paraphrased text (DeNeui & Rothenberger, 2008, lesson #/slide #).

OR

According to DeNeui and Rothenberger (2008, lesson #/slide #), “quote” or paraphrased text.

Corresponding Reference List Entry:

DeNeui, T. & Rothenberger, J. (2008). Lesson Number and Title. Alcohol and College Life. Retrieved Month day, year, from <https://clife.umn.edu>.

MLA format:

In-text citation:

“Quote” or paraphrased text (DeNeui and Rothenberger lesson #/slide #).

OR

As reported by DeNeui and Rothenberger (lesson #/slide #), “quote” or paraphrased text.

Corresponding Works Cited Entry:

DeNeui, Tayne, and James Rothenberger. “Lesson Number and Title.” Alcohol and College Life (2008). Day Month Year of access <<https://clife.umn.edu>>.

Using footnotes in place of parenthetical in-text citations is acceptable.

You are encouraged to ask if you have questions about whether something requires citation or how to appropriately cite sources. We are always happy to help you figure out when and how to cite a source!

## Extra Credit

Extra credit opportunities may take several forms (e.g., articles, in-person class sessions, on-line lectures, campus or community events related to course topics, etc.) and will be announced on the course site or via email.

Grades are calculated on the basis of 100 points, thus each point is equivalent to one percent of your final course grade.

- Each quiz is worth 10 points. Your lowest quiz score will be dropped at the end of the semester, so your quizzes will count as a total of **50** points toward your final course grade.
- Each essay is worth 5 points. Essays will count as a total of **30** points toward your final course grade.
- The final paper is worth **20** points toward your final course grade.
- You may earn up to 10 points of extra credit.

To calculate your course grade throughout the semester:

- Add the points you've earned on the work that has been graded. Include any points you have earned through extra credit.
- Divide that number by the total number of points that were possible on the work that has been graded. Do not include extra credit in the denominator.
- This is your current percentage in the course. Refer to the grading scale below to determine your current letter grade.
- Contact your TA if you have questions.

## Grading Scale

You can expect the grade lines to be drawn as follows:

100 - 92% = A  
91 - 90% = A-  
89 - 88% = B+  
87 - 82% = B  
81 - 80% = B-  
79 - 78% = C+  
77 - 72% = C  
71 - 70% = C-  
69 - 68% = D+  
67 - 60% = D  
59% and Lower = F

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

## **Late Work**

Submission of late work is limited to one week past the original due date and will be penalized; point deductions vary depending on what type of coursework is late:

- If a quiz is submitted within the one-week grace period, two points will be deducted from the score.
- If an essay is submitted within the one-week grace period, one point will be deducted from the score.
- If the final assignment is submitted late, one point will be deducted per business day past the original due date.

Permission to submit late work for full credit must be requested prior to an assignment's original due date and will be determined on an individual basis.

## **Technical Difficulties**

If you experience technical difficulties while attempting to submit coursework:

- Contact your TA and/or the technical assistant immediately.
- Include specific details about your technical problem:
  - Campus & course/section number
  - Quiz or essay you were trying to submit
  - Date/time difficulty occurred
  - Type of Internet browser being used
  - Description of what the computer screen displays (e.g. white screen, etc.)
  - Specific error message, if applicable (e.g. forbidden, invalid ticket, etc.)
  - Type of Word processing system being used, if applicable

## **Extraordinary Circumstances**

If you experience extraordinary circumstances that prevent you from completing coursework on time, contact your TA as soon as possible. Extraordinary circumstances may include a serious accident or personal injury, hospitalization, a death or serious illness within the family, or similar situations. They do not include “working too much,” “took too many credits,” and so forth. Extraordinary circumstances must be verifiable (e.g., copy of funeral program or obituary, doctor’s note, etc.) and will be handled on a case-by-case basis; they will always be considered but not always granted.

## **Incomplete Contracts**

A grade of incomplete “I” shall be assigned at the discretion of the instructor when most of the coursework has been completed but, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing all of the coursework on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

## **University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## **VIII. Other Course Information and Policies**

### **Grade Option Change (if applicable)**

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

## **Student Conduct and Scholastic Dishonesty Policies**

We believe it is our job to protect the integrity of the degree you are working so hard to receive. Please feel free to contact the TA with any questions about correct citations or other issues dealing with Scholastic Dishonesty.

You are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at [www.umn.edu/regents/polindex.html](http://www.umn.edu/regents/polindex.html).

You are responsible for maintaining scholastic honesty in your work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, [www.osai.umn.edu](http://www.osai.umn.edu)). It is expected that you will work individually. Cheating will not be tolerated and will be dealt with according to University policy.

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

You are urged to be careful that they properly attribute and cite others' work in your own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

The preceding information also applies if you are retaking the course (i.e., have taken this exact course with this instructor in the past). It is not acceptable to use assignments that have been previously submitted for a grade. All work must be original and unique to the student and this term of enrollment. Please contact the instructor or the TA if you have a question about this.

For additional information on issues of scholastic dishonesty, see the Office of Student Conduct and Academic Integrity website at <http://www.umn.edu/oscai>.

"Clarity and the appropriate use of grammar and spelling are professional expectations.

Please make certain that all personal communication and submitted assignments reflect a high standard. Points may be deducted if such standards are not met.”\*

Assistance with writing or organizational skills can be obtained through University Counseling and Consulting Services at <http://www.uccs.umn.edu> (612-624-3323) and [http://writing.umn.edu/sws/online\\_ressources.htm](http://writing.umn.edu/sws/online_ressources.htm).

Classes and tutors are available for students for which English is a second language. Contact Lynne Ackerberg, Director, MN English Center, <http://cla.umn.edu/mec> (612-363-4548).

If you have any questions, consult the instructor or TA.

## **Sexual Harassment**

The Sexual Harassment policy can be found at <http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>.

## **Disability Statement**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

## **Course Evaluation**

Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. This is School of Public Health policy - not a University-wide policy - and therefore applies to Public Health courses only.

Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

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\* Cheryl Robertson PhD, MPH, RN, NURS 5800 syllabus Fall 2007