



PUBH 1004

Sexuality Matters
Fall 2018

COURSE & CONTACT INFORMATION

Credits: 1 credit

Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via [Moodle](#) course site

Office hours: By appointment. We are happy to meet with students and are here to help you succeed!

INSTRUCTIONAL TEAM

Sexuality Matters is taught by a team of people, including undergraduate Teaching Assistants (TAs), a tech administrator, and one instructor. We work together to provide all students with a positive learning experience. Your TA will guide you through the course and is a great resource; we are confident in your TA's ability to provide accurate answers and valuable feedback. TAs have completed Peer Educator training, which addresses confidentiality as well as listening, responding, referral, and other skills.

Contact Type	Contact Information	Role	When to Contact
Teaching Assistant	Name and contact information announced via Moodle course site	Assigns grades and provides individual feedback on each assignment. Connects students to campus, community, and national resources and services.	Questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact!
Technical Support	Via tech help form or ritech@umn.edu	Troubleshoots technical issues related to the Moodle site or course content.	Issues with the Moodle site, the online learning modules, or quizzes or assignments. But be sure to check the *TECH HUB* first where we have info on frequent questions/issues. Note: UMN Tech and Moodle Support are not able to make

			any changes to our Moodle course site or address issues regarding the online learning modules.
Instructor	Emily Matson, MPH, MCHES emilym@umn.edu 612-626-4215 McNamara Alumni Center , Suite 350-1 200 Oak St. SE Campus Mail Code: 2004B	Facilitates the course. Creates course content.	Questions about the course content, to submit a letter from the Disability Resource Center, to request an extension or approval to submit work late (be sure to look at the Late Work policy in this syllabus), or anything else!

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

COMMUNICATION IN ONLINE COURSES

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within one 1-2 business days and instructional staff does not reply to emails outside of business hours.

TIPS FOR CONTACTING US

- Per FERPA laws, use only your official University of Minnesota account for email correspondence with us.
- Include the name of your course and section number in the subject heading. The course team works with and teaches multiple classes on multiple campuses and it may help us get back to you faster.

COURSE DESCRIPTION

Sexuality Matters is offered through the Rothenberger Institute (RI). RI provides a suite of wellness-based courses focusing on the knowledge and skills students need to lead healthy, productive, and balanced lives. For more information, visit the [Rothenberger Institute website](#).

This course is intended for undergraduate students who want a basic knowledge of one or more of the main topic areas, guidance on how to improve their health-related behaviors, and/or experience taking an online course.

The purpose of this course is to equip students with the knowledge and skills necessary to lead healthy sexual lives. Recognizing the inconsistency and diverse range of previous sexuality education among students, this course is intended to fill those gaps and provide a solid foundation based on unbiased, medically accurate, and evidence-based information and programs. Sexuality Matters seeks to increase knowledge, build communication skills, help clarify personal values, and dispel

myths regarding sexuality and relationships. Sexuality is a part of everyone's lives, and this course takes a comprehensive approach to education. When students are comfortable with their sexuality and can effectively communicate about and advocate for their needs, they are more likely to make informed and healthier decisions. We hope to provide students with tools to help them during their college years – and throughout the rest of their lives.

We recognize the sensitivity of teaching a course about sexuality. Over the course of the term, you will be asked to reflect on your personal attitudes and behaviors regarding the course topics. Confidentiality is of utmost importance and one of our top priorities. All members of the instructional team have gone through FERPA (Family Educational Rights and Privacy Act) training.

We will not disclose the personal information that you write in your course work to other students or friends. The only reasons we would break confidentiality is if we are concerned that you are a harm to yourself or others, or if you disclose information about sexual assault, sexual harassment or relationship violence that indicates that it occurred on University property, during a University program or event, was directed at a current University member while they were a University member, or was perpetrated by a current University member while they were a University member. We are required to discuss these specific sexual misconduct disclosures to the Office of Equal Opportunity and Affirmative Action (EOAA) to determine if any additional response is required. EOAA will not investigate the situation without your permission except in a very limited set of circumstances, such as where there is a serious risk to campus safety or where the situation involved extreme violence. Additionally, if you disclose child abuse that is ongoing, or has happened within the past 3 years, we are required to make a report to the University of Minnesota Police Department.

Our hope is that you will feel like you are able to be honest and forthcoming in your reflections, because that is what will be most beneficial to your personal growth. Your TA can provide you with more meaningful feedback when you share your authentic perspective.

ACKNOWLEDGMENTS

The contents of Sexuality Matters have been developed with the contributions of numerous people. Emily Matson is acknowledged for the course's conceptual development and content. We also acknowledge Jerri Kjolhaug, Amy LimBybliw, and Xiong Xy for their contributions.

COURSE PREREQUISITES

There are no prerequisites for this course and it is intended for undergraduate students.

COURSE GOALS & OBJECTIVES

The goals of this course are to:

1. Equip students with the knowledge and skills needed to have healthy and safer sexual lives.
2. Dispel myths regarding sexual health and behaviors/practices.
3. Empower students to advocate for their own sexual health.
4. Increase self-efficacy of protective health behaviors such as the use of barrier methods, contraception, vaccines, and testing and treatment for sexually transmitted infections.
5. Increase effective communication skills around sexuality to facilitate discussion of these topics with partners, peers, and providers.
6. Increase positive self-esteem related to body image and sexual decision-making.

The course objectives are for students to be able to:

1. Develop a personal definition of sexuality.

2. Examine societal values and beliefs around sexuality and clarify their own personal values and beliefs around sexuality.
3. Describe the differences between sex, gender identity, gender expression, and sexual orientation.
4. Identify the different methods of contraception, barrier methods, and vaccines.
5. Identify the difference between bacterial, viral, and parasitic sexually transmitted infections and the testing and treatment process for each.
6. Discuss the components of a healthy vs. unhealthy relationship.
7. Convey an understanding of the range of sexual expression.
8. Discuss methods of healthy communication with partners, peers, and providers.
9. Identify and discuss the complex interactions that influence sexuality.
10. Critically analyze their own decision making process.
11. Identify and access appropriate campus resources that can help students with concerns related to course topics.
12. Demonstrate an awareness of societal pressures surrounding sexuality and sex.
13. Identify the potentially harmful outcomes of unhealthy/unsafe sexual interactions (e.g. social, psychological, emotional).

This course helps students meet the following University Student Learning Outcomes:

1. Can identify, define, and solve problems
2. Can locate and critically evaluate information
3. Can communicate effectively

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

COURSE WORKLOAD EXPECTATIONS

Sexuality Matters is a one (1) credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately **45 hours of effort** spread over the course of the term in order to earn an average grade.

This course is entirely online. Therefore, your time will be spent interacting with online learning modules, reading online articles, and completing assigned coursework via the Moodle course site.

TECHNOLOGY

You will use the following technology tools in this course. Please make yourself familiar with them. You are expected to have basic computing skills, such as using a word processing program, uploading files, opening and sending email, etc.

If you are concerned about your computer readiness to complete this online course, we encourage you to review the [U of M Resources & Tips and Training for students](#), the [Tech Hub Website](#), or contact your instructor. (See also: [SPH Student Policies: Technology Readiness](#))

- **Moodle:** Training is available via [OIT Self-Help Guide: Moodle Resources for Students](#)
- **Online Learning Modules:** All learning content in this course is delivered online. Review the [Lesson System Tutorial](#) video for an introduction to using this tool.
- **Word processing program:** Visit the [RI Tech Hub](#) for a complete list of options & instructions. RI recommends:
 - Microsoft Word, training is available at lynda.umn.edu.
 - Google Docs, training is available via [OIT Self-Help Guide](#) or lynda.umn.edu

- **PDF files:** [RI Tech Hub](#) has directions on converting a variety of word processing file formats to PDFs.
- **Adobe Acrobat Reader:** For supplemental readings; available as [free download](#) from Adobe.
- **Internet Browser:** Google Chrome or Mozilla Firefox recommended. (Internet Explorer not recommended.)
- **Flipgrid, optional** (for extra credit assignment): Flipgrid is a tool that allows you to record a 90-second video response and view others' responses. Links and instructions can be found within the Moodle course site's assignment pages.

The [University has many free, public computer labs](#) on campus with reliable Internet and the technology necessary to complete the course. Additionally, computers with reliable Internet for general use are available at most campus and community libraries.

LEARNING COMMUNITY

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

If you engage with other students using the forum, you are expected to engage with each other in respectful and thoughtful ways. This can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the [Student Conduct Code](#).

COURSE TEXT & READINGS

This course does not have an assigned textbook. All of the online learning modules and readings can be accessed via the Moodle course site.

ONLINE LEARNING MODULES

We have designed the interactive lessons to meet all three learning styles: visual, auditory, and tactile/kinesthetic. You can control the way in which you access the material. We encourage you to [explore which learning style](#) works best for you and offer the following options:

- Click through the lesson pages while at the computer, stopping to read and/or listen to each page and complete the interactions.
- Download the lesson transcripts using [Adobe Reader](#) and read the text from the computer or print the file to read from hard copy.
- Download the lesson .mp3 and listen to it.
- If you choose to read the transcripts or download the lesson .mp3s, you're still expected to revisit the online lessons to engage with the interactive activities.

Access to the online learning modules will end after the term is over; if you think you would like to refer back to lesson content after the term is over, download the lesson transcripts and/or audio files.

Course materials are available to enrolled students for personal use only. By enrolling in this course, you're agreeing not to share the materials with other students, make them publicly available, or otherwise distribute them, as this is a violation of copyright and not permitted.

VIDEOS IN ONLINE LEARNING MODULES

The online learning modules feature unscripted videos of real students from Minnesota college campuses discussing their opinions and experiences related to topics covered in the course modules. While valuable and relevant to the course, the views expressed by students featured in these videos may not necessarily represent the views or recommendations of the Rothenberger Institute. For this reason, content within student videos will not be assessed in quizzes. However, all other videos, unless otherwise noted, contain required content that may be assessed in quizzes and assignments.

TRIGGER WARNING

The course content contains information about sexual assault, which may be triggering for survivors and others. Consider taking some time to take care of yourself and seek help, if desired. The Aurora Center for Advocacy and Education provides a safe and confidential space for students, faculty, staff, alumni, and family members or friends affiliated with the University of Minnesota who are victims/survivors/concerned people of sexual assault, relationship violence, or stalking. You can get in touch with an advocate by calling their 24-Hour Helpline: 612-626-9111. For more information, visit [The Aurora Center](#) website. Contact your instructor if you have questions or concerns.

INCLUSIVE LANGUAGE

Our culture, for the most part, uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing sex assigned at birth. However, we recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments and quizzes are due by 5:00 PM CST throughout the term.**

You may submit work early. However, we cannot guarantee that it will be graded early because priority will be given to work that's already been due. Our goal is to grade assignments within 7 days of their due date.

Due Date	Quiz or Assignment	Material Covered	Pts
September 11	Course Orientation Quiz	Syllabus, How-to Videos, Tech Forum	0
Module 1			
September 11	Module 1 Quiz	Why Does Sexuality Matter?; What's the	15

		Difference? Sex, Gender, and Identity	
September 18	Reflection: Identity Spectrum	Why Does Sexuality Matter?; What's the Difference? Sex, Gender, and Identity	20
Module 2			
September 25	Module 2 Quiz	The Body; How We Think About Sex; Sexual Expression	15
October 2	Reflection: Values and Beliefs	The Body; How We Think About Sex; Sexual Expression	20
Module 3			
October 9	Module 3 Quiz	STIs; Safer Sex Methods	15
October 16	Reflection: Benefits/Barriers to Safer Sex	STIs; Safer Sex Methods	20
Module 4			
October 23	Module 4 Quiz	Methods of Contraception; Choosing a Method; Pregnancy Options	15
October 30	Reflection: Choosing a Method/Pregnancy Decision-Making	Methods of Contraception; Choosing a Method; Pregnancy Options	20
Module 5			
November 6	Module 5 Quiz	Partnered Relationships; Healthy Relationships	20
Module 6			
November 13	Reflection: Inventory and Boundaries	Communication and Decision Making: Strategies; Communication and Decision-Making: The Tough Stuff	20
November 20	Reflection: Negotiation Role-Play	Communication and Decision Making: Strategies; Communication and Decision-Making: The Tough Stuff	20
Module 7			
November 27	Module 7 Quiz	Sexual Assault; Advocating for Your Sexuality	15
Finishing the Course			
December 4	Final Reflection	All Course Content	30

SPH AND UNIVERSITY POLICIES & RESOURCES

The [School of Public Health website](#) maintains up-to-date information about resources available to students, as well as formal course policies. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available. The course policies outlined in the syllabus and on the SPH website are consistent with University of Minnesota policies and have been developed through previous experience with students. They are meant to help you meet the expectations of the course and to ensure that all students are held to the same, consistent standards and treated fairly.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

The University offers academic, community, financial, and wellbeing resources to support undergraduate students. We care about your wellbeing and encourage you to learn more about these valuable [student resources](#), including:

- [Disability accommodations](#)
- [Housing and financial instability resources](#)
- [Technology help & readiness](#)
- [Academic support](#)

Please note that this is not an exhaustive list. We invite you to contact your TA, instructor, or Academic Advisor if you would like help identifying campus resources that are relevant to you.

MENTAL HEALTH AND STRESS MANAGEMENT

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health website](#).

EVALUATION & GRADING

ASSESSMENTS OVERVIEW

Your performance in this course will be assessed through quizzes and assignments; the course schedule is finalized before start of the term and will not change after the first day. A brief summary of each assessment category is included here. More specific instructions are located in the submission descriptions in the Moodle course site.

It is expected that you do your own work and that you work individually. Academic dishonesty will not be tolerated and will be dealt with according to [University policy](#).

QUIZZES

COURSE ORIENTATION QUIZ (0 POINTS, BUT REQUIRED)

The course orientation quiz is required and is based on information in the syllabus, orientation video, and Tech Hub website (linked in the Moodle course site). This quiz is available in the “Click Here To Get Started” section of the course site. You will not be able to view any of the course materials until you receive 100% on the Orientation Quiz, but you can take the quiz as many times as necessary to receive that score.

CONTENT QUIZZES (6 x 15 POINTS = 90 POINTS)

There are six required quizzes throughout the term. All quizzes include multiple-choice or true/false questions.

QUIZ TIMES AND SCORES

You are given a short window of time to complete your quiz (approximately a minute per question), so be sure to carefully review the required content for each quiz before beginning. Complete and submit your quiz before the 5:00 pm CST deadline. If your quiz is in-progress, only answers saved before the **5:00 pm CST** deadline will count. You will be allowed **one attempt** on each quiz.

You will be able to review quiz questions, scores, and correct answers immediately upon submitting a quiz on the course site. We encourage you to review the correct answers for any questions you may have answered incorrectly; this will further your understanding of important course concepts and help guide your studying for future quizzes and assignments. Contact your TA or the instructor if you have any questions.

ASSIGNMENTS

ACTIVITY AND REFLECTION ASSIGNMENTS (6 x 20 POINTS = 120 POINTS)

There are six required reflection assignments. You will be asked to answer questions that help you reflect on an activity or course content.

FINAL REFLECTION (30 POINTS)

In the final assignment, you will write a reflection of your experience in this course. We'll ask you to discuss what you've learned and explain how your beliefs and personal philosophy regarding sexuality may have changed.

GRADING SCALE

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667

67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	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).

GRADE CALCULATION

There are 240 total points possible in this class. You can calculate your course grade throughout the term:

1. Go to the “Grades” link located within the “Navigation” block in Moodle.
2. Add the points earned on the work that’s been graded. Include any points earned through extra credit. **Reminder: The Orientation Quiz is required, but points do not count toward the course total.**
3. Divide that number by the total number of points that were possible on the work that’s been graded. *Do not include extra credit in the total points possible, or work that’s been submitted but not yet graded.*

EVALUATION & GRADING POLICIES

As noted in the [SPH & University Policies & Resources section](#) of the syllabus, there is essential information for students on the SPH Student Policy website, including a [Grading Policies](#) section with information on grade option changes, course evaluations, withdrawals, and more.

5:00 P.M. CST DEADLINES

The Rothenberger Institute has decided on a 5:00 p.m. deadline for assignments and quizzes throughout the term. Turning your assignment in at 5:00 p.m. means that the evening is available for you to practice habits that foster wellbeing and engage socially with your community; this deadline also encourages you to plan ahead and work on assignments in advance, which is one effective strategy for reducing academic stress. Public health professionals work to change policies to make the world a healthier place; by building a system that supports health we are improving health outcomes for students!

SAVING & SUBMITTING COURSEWORK

Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.

Moodle will only accept assignments in a PDF file format. Directions on how to convert a variety of word processing file formats to PDFs can be found in the [Tech Hub](#) website.

In addition, we strongly encourage you to save an electronic copy of each of your assignments to your Google Drive and/or email the file(s) to yourself. This is especially important if you are using a public computer, but is also recommended even if you have another copy saved on your personal computer.

TECHNICAL ISSUES WITH COURSE MATERIALS

You are expected to submit all coursework on time and **it is your responsibility to ensure that your work is submitted properly before the deadline.**

- Open your PDF file prior to uploading it to Moodle to ensure that all of your answers are visible.
- Double-check your quiz and assignment submissions right after you submit them by returning to your submission and scrolling down to the bottom of the instructions page:
 - Assignments successfully submitted will be attached on this page.
 - Quiz scores should appear if your quiz was successfully submitted.

Moodle Support recommends that you complete quizzes using a wired, high-speed Internet connection (not a wireless connection) to limit potential issues with Internet connectivity that could result in quizzes not submitting properly. All computer labs have a wired Internet connection (see [Computer Labs locations and hours](#).) Note: Moodle support recommends that you do not use a tablet or mobile phone device to complete online quizzes.

While we understand that technical problems could still occur, it is your responsibility to take all the steps possible to limit potential issues that may interrupt the submission of your quiz answers; the course team reserves the right to take into consideration the steps taken to decrease potential issues and report them in a timely manner when making final determinations on quizzes that do not submit properly.

If you experience technical difficulties while navigating through the course site or attempting to submit coursework:

1. Search for a solution in the [RI Tech Hub website](#) (also linked in the Moodle course site).
2. If you cannot find a solution, submit a [Tech Help Form](#) (in the RI Tech Hub Website) **within 30 minutes** of the problem's occurrence.
 - a. Provide as much information as possible, so the tech team can best help you as soon as possible.
 - b. You can expect a response within 1-2 business days to help resolve the problem.
3. If you cannot access this course in Moodle, contact Moodle@umn.edu for help.

Note: UMN Tech Help or Moodle Support Teams **cannot** assist you with questions, problems, or access issues regarding the online learning modules or make changes to our Moodle course site. Please submit a [Tech Help Form](#) for help.

CHECKING ASSIGNMENT SCORES AND FEEDBACK

It is our goal to complete the grading of assignments within 7 days of their deadline. In addition to grading your work, TAs provide feedback relevant to your knowledge, attitudes, and/or behavior. Read your TA's feedback to enhance your learning experience. You can check your assignment score and feedback by clicking the assignment title then scrolling to the bottom of the page.

If you have general questions about your grade, email your TA. If you would like an assignment, quiz score, or final grade to be reconsidered by the instructional team, email your instructor *within two weeks of the assignment or quiz deadline or within 48 hours of final grades being submitted (whichever comes first)* with a detailed justification as to why you believe the grade should be reconsidered.

LATE ASSIGNMENTS

If you have other priorities when a quiz or assignment is due, plan ahead and submit the work early. Late work will be accepted within a 24-hour window past its deadline for up to half credit. The only potential exception to this policy is for a legitimate reason, as defined below. Also note, extra credit opportunities are posted on the course site if you wish to make up lost points, but extra credit will not be accepted for any credit past posted deadlines.

MAKEUP WORK FOR LEGITIMATE REASONS

If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 48 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:

- illness
- serious accident or personal injury
- hospitalization
- death or serious illness within the family
- bereavement
- religious observances
- subpoenas
- jury duty
- military service
- participation in intercollegiate athletic events

Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 5:00 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructional team on a case-by-case basis; they will always be considered but not always granted. For complete information, view the [policy on Makeup Work for Legitimate Absences](#).

OPTIONAL EXTRA CREDIT (UP TO 15 POINTS)

You may earn a maximum of 15 points of extra credit throughout the term. Extra credit opportunities may take several forms (e.g., optional/bonus work on required assignments, experiential activities, campus or community events related to course topics, current events articles, etc.). Check the Moodle Course Site to see extra-credit opportunities as well as the news and announcements forum for additional extra credit opportunities that may become available throughout the term.

SCHOLASTIC DISHONESTY, PLAGIARISM, CHEATING, ETC

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University

academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see the [official policy](#).

The Office for Student Conduct and Academic Integrity has compiled a useful list of [Frequently Asked Questions](#) pertaining to scholastic dishonesty.

If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Indiana University offers a [clear description of plagiarism and an online quiz](#) to check your understanding.

INCOMPLETE CONTRACTS

Please review the [SPH Student Policies](#) page for Incomplete Contract information. A grade of incomplete, "I," can be assigned by the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be written by the instructor and signed by both the instructor and the student before the last day of the term. Note: Incompletes are always assigned at the discretion of the instructor and we will not grant an "I" grade unless a substantial portion of the coursework has already been completed satisfactorily.