Gerontology 101



*Picture: Cascade Creek - Yosemite National Park*

Elder Care Continuum Services & Strategies

Theresa Abah, Ph.D.

Spring 2022

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**California State University, Sacramento Department of Gerontology**

GERO 101 – ELDER CARE CONTINUUM SERVICES & STRATEGIES

Fall 2021

In-person Course\*

Meet your Professor

Instructor: Dr. Theresa Abah, M.S., Ph.D.

Email: [t.abah@csus.edu](mailto:t.abah@csus.edu%20)

(best method of communication)

Availability: Via email and appointment

**Lecture Room: ARC Room#1007**

Virtual Office Hours: Tuesdays 11:00 am - 2:00 pm or by appointment Zoom Meeting Link

<https://csus.zoom.us/u/kboTIN6M5>

Dial by your location

(669) 900 6833

Meeting ID: 842 2236 120

**Welcome:** Welcome to Elder Care Continuum Services & Strategies. I am delighted to be your instructor for this course. Here is a little information about me: I graduated from the University of North Texas with a Ph.D. in Health Services Research, with a major in Gerontology. I also have a Master of Science degree in Health Management, and a Bachelor of Engineering degree in Agricultural Engineering. I spent over 18 years working in public health field specifically in community health services, before pursuing a doctoral program. Most of my work was spent working with and mobilizing community champions and health advocates who are instrumental in promoting population health outcomes, and increase access to healthcare services. A fun fact about me; I love tailoring, and I try to devote a little time to make my own clothes. I also like to travel a lot. Formally it was for work, but now, I hope to spend more travel time vacationing. I like all the adventures that come with discovering new places. For this course, I am excited about teaching it, the aging field is broad, as such an introductory class like this helps to set the stage for understanding how this generation can work with older adults more efficiently. I enjoy teaching this course, and I hope you will enjoy it too! I look forward to working with you.

**\*Class Meeting: Thursdays 5:30 to 8:20 p.m.**

**For the first 2 weeks of class, you will be attending virtually, while we wait for further instructions from the CSUS management.**

## Course Description

Exploration and analysis of the older adult service continuum within the context of changing diverse societal needs, service availability and accessibility, current public policy, administrative and management issues facing care providers. A multidisciplinary examination of the spectrum of services and programs targeted for older adults and their families. Includes information about referral processes, agencies, recreational and social options, housing alternatives, in-home, residential and skilled care options, including elder health care eligibility criteria, funding sources, and adult protective services. Note: This is a service learning course.

**Graded:** Graded Student **Units:** 3.0

## 

## Overview

This is a service learning course. The course will acquaint the student with the spectrum of services targeted for older adults and introduce the field of aging services. Topics of study and discussions will include housing options, leisure and community-based programs, elder justice, workforce issues, health care eligibility criteria, funding sources, service capacity, protective services, residential care options, and public policy issues. A multidisciplinary examination of the design and delivery of these aging services and factors that influence their successes will be explored. In this context, students are exposed to different services through faculty and professionals from within the community currently working, teaching and engaging in research in the fields of gerontology and geriatrics.

The course is designed with following expected learning outcomes:

1. Students will define the key factors involved in assessing the needs of older adults and the resources available to meet those needs.
2. Students will describe the structure and organization of senior services in the country through the Older Americans Act and in the greater Sacramento region.
3. Students will differentiate and discuss the realities of aging services and factors that deter utilization of services.
4. Students will describe the range of services available to meet the needs and challenges of the older adults.
5. Students will identify social policy issues that affect the older adults, their families and caregivers.
6. Students will explore own beliefs and feelings about health and illness with aging and explore ways to apply readings and class assignments.
7. Students will utilize service learning experiences to deepen readings and class activities through journal writing.

## Required Reading /Text

Brown, L. H. & Roodin, P. A. (2001). Service-learning in gerontology: An out-of-classroom experience. *Educational Gerontology, 27*(1), 89-103.

Niles-Yokum, K.N. & Wagner, D.L. (2018). *The aging networks: A guide to programs and services* (9th ed.). New York, NY: Springer Publishing Company **AVAILABLE IN**

## DIGITAL FORMAT FROM THE LIBRARY:

<http://site.ebrary.com/lib/csus/detail.action?docID=10995929>

Grabinski, C. J., ABD, F., & Niles-Yokum, K. (2014). *101+ careers in gerontology*. Springer Publishing Company.

Recommended Text

*Publication manual of the American Psychological Association* (7th ed.). (2010). Washington, DC: American Psychological Association.

*Wacker, R. R., & Roberto, K. A. (2018). Community resources for older adults: Programs and services in an era of change (5th ed.). Sage Publications.*

## Course Objectives

At the completion of the readings, class experience and assignments of this course, students will be able to:

1. Students will define the key factors involved in assessing the needs of older adults and the resources available to meet those needs.
2. Students will describe the structure and organization of senior services in the country through the Older Americans Act and in the greater Sacramento region.
3. Students will differentiate and discuss the realities of aging services and factors that deter utilization of services.
4. Students will describe the range of services available to meet the needs and challenges of the older adults.
5. Students will identify social policy issues that affect the older adults, their families and caregivers.
6. Students will explore own beliefs and feelings about health and illness with aging and explore ways to apply readings and class assignments.
7. Students will utilize service learning experiences to deepen readings and class activities through journal writing.

**Gerontology Department Learning Outcomes**

# Upon the completion of the gerontology program of study the student will:

1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)
2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)
3. Synthesize and apply learned interdisciplinary theories and research in applied settings (1, 2, 3, 4, 5)
4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)
5. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)
6. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3 & 4)

Note: (numbers relate to the five (5) *Sacramento State Baccalaureate Learning Goals* (2009).

## COURSE REQUIREMENTS

**Attendance & Participation –** The key mode of instructions in this course is synchronous face to face format, which will include; discussions, case studies, lectures, journal writing, essay and tests.

Learning experiences built on quality interaction with peers is essential for scholarly development, in addition to out of-class readings and tasks to enhance the development of concepts. In order to earn credit for the weekly assignments associated with each topic, you are, at a minimum, required to:

* + participate actively in class discussions – by using the discussion thread, contribute meaningfully to discussions yourself and post quality responses to at least two of your classmates. Make sure to follow the instructions for completing the weekly discussions to ensure you get full points. All assigned readings, and all associated assignments, and activities for each week will have rubrics to guide students.
  + If you are unable to participate in a designated class session, make sure to email your professor before that class (all correspondence after designated weekly assignment is past due would attract a lower grade even after submitting a document to support your absence). Acceptable documents include, doctor’s report, evidence of a sudden close family member loss, which will be considered on a case by case basis.
  + Also, ensure your level of participation in class, online and group work is at a satisfactory level and with conscientious effort, as this will be taken into consideration when students need to be excused from course work at some point in the semester.

***Note: As stated above, there will be consequences for missed assignments due to negligence on your part.***

Students are expected to:

1. Interact with the professor and/or peers as appropriate when they have questions on how to complete all class work and assignments.
2. Complete all assigned readings for each week before attempting any assignment for quality participation during in-class or offline class discussions.
3. Complete all writing assignments, service learning journals, and additional reading topics where applicable each week.

**Writing Guide:** All assignments that includes essays, journals and paper should be completed using APA format. To guide students through the process, there is a quick APA training in Canvas, make sure you complete the training.

## Paper Formatting:

Most professional courses use APA writing style for written research papers. **All papers (except papers written in-class) must be typed and in APA format** - *Publication Manual of the American*

*Psychological Association* 6th ed. (APA) is a required text for this, and all other Gerontology courses. You can also check out these helpful websites: <https://owl.english.purdue.edu/owl/resource/560/01/>or [www.apastyle.org](http://www.apastyle.org/) (click on Style Tips). You can also check the CSUS library site

[(www.library.csus.edu)](http://www.library.csus.edu/) or Department of Gerontology website [(http://www.csus.edu/gero/currentstudents/research%20and%20writing.html).](http://www.csus.edu/gero/current-students/research%20and%20writing.html) If in-class papers are unreadable, they will not receive credit. A sample APA paper is available from your professor for review.

Key Components of APA format to be used when typing your papers include:

* A properly formatted title page. *(\*This has changed from APA 6th edition)*
* Double-spaced; “accessible” font (i.e. Times New Roman-12 pt., Calibri-11pt, Arial-11pt, Lucida Sans Unicode-10pt, and Georgia-11pt
* 1" margins on all sides.
* Header: The title of the paper is flush with the left margin, and number all pages in upper righthand corner (numbering Title Page is optional).
* Indent 5 spaces-first line of every paragraph.
* Sources must be referenced in the text of the paper, *example:* Hoyer and Roodin (2003) with a reference list at the conclusion of the paper. **All direct quotes must be referenced with source, year, *and* page number.**
* If the source is from the Internet, please refer to the APA Website: <http://www.apastyle.org/elecref.html> or refer to the APA Manual 7th edition for examples.
* Reference Page is double-spaced and utilizes hanging indentation.

## Writing Standard Guidelines and Rubric:

Most CSUS courses use the CSU Sacramento Advisory Standards for Writing. It will help you decide if you have written the level of paper you want to turn in. It is used along with other course grading rubrics to assess your paper. Please utilize this resource provided in this [link](https://www.csus.edu/umanual/acadaff/fsw00010.htm), as quality written work is extremely important to passing this course.

## Course Organization

**Service Learning Information**

Service learning is a key component of this course. Students will be assigned to an agency to complete this aspect of the course. For the semester, students will be completing this process virtually CSUS Cardiovascular Wellness Program for this activity. The goal is to provide practical experience to students that complements the theoretical aspect of the course. Students are expected to spend 20 hours working with older adults throughout the semester, and will be assigned to groups.

**Service Learning Definition:**

**As adopted in the University Academic Internship and Service-learning Policy, Jan. 14, 2016;**

Service Learning is a pedagogical strategy that faculty use to help students deepen their understanding of course materials by requiring students to participate in on- and off-campus activities and experiences at a business, non-profit, or governmental setting (also known as community partners). Structured reflection is the vehicle for linking service to academic content and assessing students’ learning. In Service Learning, students are asked to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course. This form of experiential learning is mutually beneficial to the student and the community partner.

**Service-Learning Outcomes:**

|  |
| --- |
| **Students who apply themselves fully to the Service Learning component of this course should:** |
| Develop appreciation for the diversity of communities that make up Sacramento\* |
| Develop an understanding of the local social problems facing our community\* |
| Feel connected to the course content, the major, and the field of study\*\* |
| Develop skills at working with others effectively\*\*\* |
| Develop new social connections at the university |
| **Note:** *These service learning outcomes are also linked to the following Sacramento State Baccalaureate Learning Goals (see asterisks):*    \*Personal and Social Responsibility \*\*Competence in the Disciplines \*\*\*Intellectual and Practical Skills |

**General Policies Related to Service Learning:**

At Sacramento State, Service Learning and other community service activities are supported by the Community Engagement Center (CEC):[**www.csus.edu/cec**](http://www.csus.edu/cec)**.** We will be talking more about Service Learning in class and you will be required to complete some online paperwork to ensure that you are covered by SAFECLIP, a general and professional liability for students enrolled in service-learning courses for which they receive academic credit. Once it has been decided where students will do their Service Learning, I will “place” you at the site through the CECconnect website(found in a link at [www.csus.edu/cec](http://www.csus.edu/cec)) and then you will log-in with your Sac Link ID so that you can:

* Review and sign off on a Code of Conduct/Review and sign off of “Informed Consent, Agreement, Release, Waiver of Liability and Assumption of Risk” form;
* Print out an Emergency Contact Form to be given to your community partner

Print out a time log and keep track of your time throughout the semester. You will need to submit a copy to the Community Engagement Center at the end of the semester (Library 4028) More information is available in Canvas.

Students will be expected to complete/sign a Student Learning Agreement. At the end of your service learning experience, you may be asked to complete a final evaluation of your service learning experience. This is known as the Service Learning Site and Activity Feedback survey.

**NOTE**: Service Learning orientation must be completed as stipulated in canvas, andservice learning hours must commence **by 3/11**. The entire service learning process would take at least 7 weeks to complete 20 hours. Every student must submit their completed time log by week 14 (5/6) or you will NOT be able to pass this course.

**COURSE PRESENTATION**

1. **Discussion Board**– Includes a personal introduction and 9 discussion posts @ 5 points each = 50 points Purpose: To provide students with a general introduction to major issues associated with elder care continuum, and to teach participants how to contribute meaningfully to a discussion in an online environment. Before your first interaction on the discussion board, please review the Rubric for Discussion Board Participation posted in the Rubrics section

Description**:** The discussion board assignments and activities are organized around the topics covered in the course. Textbook readings are linked to each discussion board topic, and I will introduce each week’s discussion with a lecture and an overview that presents perspectives from the field that relates to the topic.

Instructions**:** The course week will begin on Mondays at 8am, and initial postings to the weekly discussion board assignments (your initial post to the discussion topic should be made by Thursday no later than 11:59pm to allow your classmates enter the discussion early). Then, respond to at least two other classmates before the Sunday due date, this is the same for all weekly discussions. To obtain full points for each discussion, make sure to include links to additional resources or provide examples of an experience that relates to the topic. These posts will lay the foundation for the beginning of our conversation, but students are expected to post throughout the week, and to introduce supplementary materials to expand the conversation or to illustrate your point.

1. **Group Case Study -** 4 @ 20 points each = 80 points

Students will be involved in a group assignment to deepen their learning, and facilitate discussions about issues, challenges services and programs that support older adults’ needs, including ways of addressing those needs. The professor will provide students with several case vignettes relevant to the field of gerontology which will be addressed throughout the semester. More details is provided in Canvas*.*

Case Vignette presentations – 1 @ 25 points = 25 points

Each group will be assigned a period to present their case findings to their colleagues (the class), either in-person or via zoom from weeks 13 – 15.

1. **Service Learning Time Log\*\* = 50 points–** To meet the Service Learning Component for this class, each student is expected to volunteer at least 10 hours to an agency offering elder care services. To facilitate learning, students will be assigned to groups based on pre-determined criteria\* to one of the following service areas; community assistance/referral, affordable housing, independent senior housing, assisted living, memory care, adult day care services, respite care, hospice care, nutrition assistance, older adult protective services, and skilled nursing facilities. There will be a presentation of the service learning experience at the end of the semester.

There is a mandatory Service Learning Training /Orientation required by the university, check Canvas for details.

Note

\* All students will need to complete a required Health Insurance Portability and Accountability Act (HIPAA) training. (Please NOTE! Our Academic Specialist for the department - Melanie, sent out an email about how to complete the process. Please contact her for further information you need information on how to complete this requirement at: [Melanie.saeck@csus.edu](mailto:Melanie.saeck@csus.edu)).

\*\*Students MUST begin their service learning hours by ***03/11/22*** unfailingly, or you will not be able to complete the requirements in a timely manner to pass this course.

1. **Service Learning Reflective Journals -** 3@ 10 points each = 10 points **-** In addition to the 20 hours of service learning experience, students will complete **three reflective journals** to reflect on how the course materials relates to the field experience, and how it helps to explain the help- seeking behavior of older adults, including other issues associated with aging. The service learning reflective journal should be about 3- page long, and should include a log of students experiences working with the older community members in the designated agency. Students should reflect on their interactions with the elder partners and document salient issues, topics and other discussions pertinent to facilitating providing a continuum of care to this population.
2. **Annotated Bibliography -** 1 @ 15 points **–** An annotated bibliography is a reference list of citations with a brief description/evaluative paragraph about the source (there’s a sample in Canvas). Your annotated bibliography should contain eight scholarly articles from **peer-reviewed journals** as well as the two texts from the course. In total, there should be 10 references/descriptions in your annotated bibliography. The purpose of the assignment is to help students track a particular topic of interest addredded during the semester that they would like to pursue further through research. Annotated bibliographies are extremely useful as you move through the Gerontology Department. More information is provided in Canvas.
3. **Quizzes 3** @ 10 points each = 30 points. There will be three quizzes to help students master and retain concepts that have already been learned. These will be in different formats including questions from videos, flash cards and crucial course materials for the week to reinforce what students have already learned.
4. **Midterm Exam** 1@ 20 = 20 points: There will be a midterm exam which will cover topics from module 1 through 7. It will consist of multiple-choice questions and essays
5. **Service Learning** Project @ 50 / presentation @ 25 = 75 points

Students will be assigned to groups at the beginning of the semester for service learning. Each group will have the opportunity to choose one or more topics of interest on providing a care continuum for older adults thoughout the semester, but will have to choose one topic as a group to present in week 14.

1. **Final Exam** – 1 @ 100 = 100 points

The culminating assignment for this class is a final exam. This will take account of all the course work (lectures, readings, texts, assignments and service learning experience). The goal is to provide an opportunity for you to analyze an elder care program, system, service or issue faced by older people. You will identify a few a problems or issues around the provision of a continuum of care to other people, and then suggest ways to address the gaps. This will be done through synthesis of information and design of strategic solutions or proposal of a plan.

## OUTCOME EVALUATION METHODS:

## Grading

The following assignments will be evaluated by established objectives and will determine the student’s final grade. The individual assignment percentages are shown below:

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Possible** | **Total Points** |
| Discussions + Introduction | 10 @ 5 Pts. | 50 |
| Quizzes | 3 @ 10 Pts. | 30 |
| APA Training | 1 @ 5 | 5 |
| Reflective Journals | 3 @ 10 Pts. | 30 |
| Case Study (Group work) Case Vignettes 1- 4 | 4 @ 25 Pts. | 80 |
| Case Vignette Presentations | 1 @ 50 Pts. | 25 |
| Service Learning Experience  Presentation | 1 @ 50 Pts | 25 |
| Service Learning Project | 1 @ 50 Pts. | 50 |
| Service Learning Time Log | 1 @ 50 Pts. | 50 |
| Annotated Bibliography | 1 @ 15 Pts | 15 |
| Mid-term Exams | 1 @ 20 Pts. | 20 |
| Final Exam | 1 @ 100 Pts. | 100 |
| Attendance + in-class activities |  | 20 |
| **Total** |  | **500** |

## University standards for course grades:

Participation subject to university management / Gerontology Department’s approval

**All** assignments are due and must be turned in **on the due dates** stipulated in Canvas, unless alternative plans have been made with the professor prior to class. Late assignments are subject to earning a lower grade only after it must have been approved for re-submission. NOTE: Missed discussion posts cannot be accepted after the due dates, a new assignment will replace missed discussion posts when there is approval from the professor. For emergencies or sickness or other life challenges that prevents students from meeting any assignment due dates, make sure to get clearance from the professor prior to the due date to be excused.

|  |  |
| --- | --- |
| Points | Letter Grade |
| 468 and above | A |
| 449 - 467 | A- |
| 428 - 448 | B+ |
| 418 - 427 | B |
| 398 -417 | B- |
| 383 - 397 | C+ |
| 368 - 382 | C |
| 348 - 367 | C- |
| 333 - 347 | D+ |
| 318 - 332 | D |
| 298 - 317 | D- |
| 297 or below | F |

|  |  |
| --- | --- |
| 93-100%=A | 73-76% = C |
| 90-92% = A- | 70-72% = C- |
| 87-89% = B+ | 67-69% = D+ |
| 83-86% = B | 63-66% = D |
| 80-82% = B- | 60-62% = D- |
| 77-79% = C+ | 59% & below = F |

This clearance must be via email from the professor. ***Students must complete all assignments in order to pass the course.***

Assignments must follow syllabus directions, to ensure students get full points.

**All** assignments except discussion board participation **must be submitted using APA format**. The acceptable formats for assignments submitted via Canvas **MUST be in .doc or .docx format**. Students using MacBook must convert to the acceptable format or your assignment will not be graded (See software requirement in Canvas for more details). Students will be allowed to revise and resubmit ONE assignment of their choosing. The revised grade will be no more than 78% of the total points of the original assignment. (Take note of assignment due dates in Canvas).

**Any form of cheating or plagiarism is taken seriously** by the University, College, Department, and faculty. Any cheating offense will be reported following University guidelines and may result in failure of the assignment/exam or the course.

## Student Resources Frequently Used ebsites:

CSUS Library: <http://library.csus.edu/> Canvas: <https://csus.instructure.com/>

Various Aging-Related Websites: <http://www.rrf.org/resources/aging-related-websites>

## Internet Etiquette:

Written words in emails and online communication can be interpreted differently than the author’s intended message. Please be respectful in your written communication. When in doubt, don’t press send – give yourself a day to reflect and then send.

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>

**Services for Students with Disabilities SSWD:** <http://www.csus.edu/sswd/>

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008 (916) 278-6955 The office is open Monday to Friday from 8:00 a.m. - 5:00 p.m. All matters related to students with disabilities are treated as ***CONFIDENTIAL***. Students are strongly encouraged to request accommodations as early as possible since it can take several weeks or more to facilitate requests. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

## Academic Dishonesty Policy and Procedures:

***Cheating*** at CSUS: cheating is the act of obtaining or attempting to obtain credit for academic work using any dishonest, deceptive, or fraudulent means. Cheating at CSUS includes but is not limited to:

1. Copying, in part or in whole, from another’s test or other evaluation instrument;
2. Using crib notes, "cheat sheets," or any other device, including electronic devices, in aid of writing the exam not permitted by the instructor;
3. Submitting work previously graded in another course unless doing so has been approved by the course instructor or by department policy.
4. Submitting work simultaneously presented in more than one course, unless doing so has been approved by the respective course instructors or by the department policies of the respective departments.
5. Altering or interfering with grading or grading instructions;
6. Sitting for an examination by a surrogate, or as a surrogate;
7. Any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

***Also please refer to University Website:*** [CSU, Sacramento Academic Honesty Policy](http://www.csus.edu/umanual/student/STU-0100.htm) [(http://www.csus.edu/umanual/student/stu-0100.htm)](http://www.csus.edu/umanual/student/stu-0100.htm)

**Plagiarism*:*** Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it.

Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one’s own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and
2. Representing as one’s own another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

**NOTE:** This syllabus is not a contract, the faculty has the discretion to make modifications to the contents at any time to adjust based on changes to the academic program!