# **State University of New York College at Cortland**

Health Department

**Course Number and Name**

Semester YEAR

-Credits

|  |  |
| --- | --- |
| **Instructor Name** |  |
| **Office** |  |
| **Telephone** |  |
| **E-mail** |  |
| **Office Hours** |  |
| **Course Dates** |  |
| **Course Meeting Info** |  |

SCHOOL OF PROFESSIONAL STUDIES DEAN'S OFFICE

[Dr. John Cottone](https://www2.cortland.edu/schools/professional-studies/staff.dot), Dean; [Dr. Eileen Gravani](https://www2.cortland.edu/schools/professional-studies/staff.dot), Associate Dean Professional Studies Building Professional Studies Building.

REQUIRED MATERIALS.

COURSE DESCRIPTION

OBJECTIVES

Program Objectives:

Course Objectives:

COURSE POLICIES**:**

Attendance Policy**:** It is the policy of the College that regular class attendance is a basic requirement of all courses. Class attendance is a strong predictor of student success in college. The policy does permit class attendance, participation and/or performance as a factor in determining course grades. ([See College Handbook, Chapter 410.11](http://www2.cortland.edu/offices/publications/handbook/part-four/#Anchor-410.11))

Academic Integrity Statement: All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. ([See College Handbook, Chapter 340.)](http://www2.cortland.edu/offices/publications/handbook/part-three/index.dot)

Students with Disabilities**:** As part of SUNY Cortland’s commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the [Disability Resources Office](https://www2.cortland.edu/offices/disability-resources/) at disability.resources@cortland.edu or call 607.753.2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways.

Diversity Statement**:** SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human differences. The College is committed to inclusion, equity, and access and thus committed to creating a sustaining a climate that is equitable, respectful, and free from prejudice for students, faculty, and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead, and service in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff, and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we hold dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. ([See College Handbook, Chapter 130.10)](http://www2.cortland.edu/offices/publications/handbook/part-one/#Anchor-130.10)

Inclusive Learning Environment**:** SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the [Institutional Equity and Inclusion Office](http://www2.cortland.edu/about/diversity/) at 607-753-2263

Title IX Statement: Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit [cortland.edu/titleix](https://www2.cortland.edu/titleix/) to learn about all reporting options and resources.

Late Assignments**:** Please note: **I do not accept late assignments**, if you have an issue please contact me before the assignment is due**.**

Incompletes**:** An incomplete will only be given in this class if there is some type of medical or personal problem that has been discussed with the professor.

TECHNOLOGY REQUIREMENTS

Browser Check Page:Students need to have access to a properly functioning computer throughout the semester. The [Browser Check Page](https://www.rfsuny.org/Information-For/Online-Tools-/SUNY-PACS/Check-Your-Browser/) will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course.

**Internet Service**:High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online assignments. This course may contain streaming audio and video content.

**Use of Public Computers**: If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks.

**Technical Support**: If you are having technical difficulties and need assistance with your Blackboard Course please visit [The Help Center website](http://cortland.libguides.com/BB_stu). You can also call 607-753-2500 or email THC@cortland.edu

LEARNER SUPPORT

The State University of New York at Cortland offers a wide range of academic and student support services that can help you succeed:

The Learning Center (TLC): [The Learning Center](https://www2.cortland.edu/tlc) provides tutoring and other academic support programs to undergraduate and graduate students.

Counseling Center: The staff at the SUNY [Cortland Counseling Center](http://www2.cortland.edu/counseling/) provide a safe and confidential place for you to explore your concerns and find your personal path to self-awareness!

Disability Resources Office: The [Disability Resources Office](http://www2.cortland.edu/offices/disability-resources/index.dot) assists students with accommodations and support services.

eLibrary Services Portal: The [eLibrary](http://www2.cortland.edu/library/about/) is a customized gateway to the SUNY Cortland library for students. It was designed to help you locate the best online library resources without leaving your home!

Online Tutoring Services: [Online Tutoring Services](http://www2.cortland.edu/offices/asap/online-tutoring/) are offered in a wide array of subjects.

Writing Center: [The Writing Center](https://www2.cortland.edu/offices/writing-center/) works with current SUNY Cortland undergraduate and graduate students, faculty and staff on a variety of writing projects in any subject.

COURSE REQUIREMENTS

Assignment 1:Type here.

Assignment 2:Type here.

Assignment 3:Type here.

**Rubric**

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| --- | --- | --- | --- |
|  | Novice (Points) | Competent (Points) | Proficient (Points) |
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GRADE/POINT DISTRIBUTION**:**

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| --- | --- | --- | --- |
|  | **Due Date** | **Points Possible** | **My Points** |
| **Assignments** |  |  |  |
| Assignment Name | XX/XX | XX |  |
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| **Quizzes/Exams** |  |  |  |
| Quiz 1 | XX/XX | XX |  |
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| **Semester Total Possible** |  | XXX |  |

## Grading Scale: % = Letter Grade

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| --- | --- | --- | --- | --- |
| **%** | **Grade** |  | **%** | **Grade** |
|  100-94 | A | 76-73 | C |
|  93-90 |  A- | 72-70 |  C- |
|  89-87 |  B+ | 69-67 |  D+ |
|  86-83 | B | 66-63 | D |
|  82-80 |  B- | 62-60 |  D- |
|  79-77 |  C+ |  ≤59 | F |

# **HLH XXX:XXX SEMESTER XXXX CLASS SCHEDULE**

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| **WEEK / DATE** | **POWERPOINT PRESENTATION** | **READING** | **DUE** |
| Week 1 |
| XX/XX |  |  |  |
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| XX/XX |  |  |  |
| Week 2 |
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| Week 4 |
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| Week 5 |
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| Week 6 |
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| Week 8 |
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| Week 9 |
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| Week 10  |
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| Week 12 |
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| Week 13  |
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| Week 14 |
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| Week 15  |
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| Finals Week – DATE xx – DATE xx |
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**\* The syllabus is subject to change as a result of unforeseen circumstances.**

# **Health Department Writing**

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| --- | --- | --- | --- | --- | --- |
|   | **A Level**  | **B Level**  | **C Level**  | **D Level**  | **F Level**  |
| **Main Idea**  | The main idea is clearly introduced early in the paper and thoroughly supported throughout the document.  | The main idea is clearly introduced and occasionally supported in the paper.  | The main idea is clearly introduced but only minimally supported in the paper.  | The main idea is not clearly stated and/or difficult to determine. Support is minimal.  | The main idea is neither introduced nor supported.  |
| **Structure**  | It is easy for the reader to follow and to understand the document's arguments and conclusions. The paper flows logically from one idea to the next with each new idea introduced with a clear transition.  | The reader can follow and understand the document's arguments and conclusions. The paper mostly flows logically from one idea to the next with most new ideas introduced with a clear transition.  | The reader cannot always follow and understand the document's arguments and conclusions. Only some transitions are clear. The paper lacks a coherent flow.  | Most of the document's arguments and conclusions are difficult for the reader to follow. The paper does not have clear transitions, or flow.  | All of the document's arguments and conclusions are difficult for the reader to follow. The paper does not have clear transitions, or flow.  |
| **Analysis**  | The paper appropriately summarizes relevant information and concepts and combines them into logical writer- determined conclusions based on the sources.  | The paper appropriately summarizes relevant information and concepts but does not always appropriately and/or adequately combine them into logical writer- determined conclusions supported by the sources.  | The paper appropriately summarizes some of the sources, but relies heavily on quotes, and does not always appropriately and/or adequately combine them into logical writer- determined conclusions supported by the sources.  | Some attempt at summary is made but the paper does not demonstrate consistent understanding of the sources. Some paraphrasing is apparent but relies heavily on quotes. Most conclusions do not arise from what is presented in the paper.  | The paper is a "quote quilt". Conclusions do not arise from what is presented in the paper.  |
| **Mechanics**  | The paper consistently demonstrates proper grammar and spelling, and uses proper APA style citation as appropriate.  | The paper mostly demonstrates proper grammar and spelling, and uses APA style citation with only minor errors.  | There are multiple grammar and spelling mistakes, and APA style citation is used with several errors.  | There are many grammar and spelling mistakes, and APA citation is not used.  | The paper is not intelligible because of grammar and spelling mistakes. APA citation is not used.  |