



**Meeting Time:** Online  
**Location:** Blackboard  
**Course CRN:** 17161  
**Contact Method:** Email  
**Office:** CHS 408

**Instructor:** Emre Umucu, Ph.D., MPH  
**Email:** eumucu@utep.edu  
**Credit Hours:** 3  
**Office Hours:** Email, Zoom, or Office

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### Course Description

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Pharmacological, psychological, and sociological effects of drug abuse on the individual and society. Emphasizes individual responsibility in regard to peer pressure, self-esteem, decision-making, and communication.

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### Course Format

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The course is offered as an online course on the Blackboard Learn platform and requires the right open your syllabus online attendance. There are no face-to-face meetings. There will be discussion board topics, books and outside material reading, quizzes, videos, and final exams. All interactions and scroll down to between the instructor and students will be carried by email, or in the Blackboard Learn platform; in some extreme cases a phone or video conference meeting will be set up. Class materials and assignments will be released weekly, quizzes will be released as stated in the course schedule, and the students will have the opportunity to complete all assignments at their own pace to meet the deadlines.

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### Readings

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**Required textbooks:** Drugs, Society, and Human Behavior, 18th edition BY Charles Ksir, Carl L. Hart, Oakley Ray; ISBN: 978-1-260-71105-9

**Other Materials:** Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues.

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### Course Objectives

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1. Identify different types of drugs and drug uses, its actions, and their effects on human health.
2. Understand individual problems and social conflicts related to substance use and abuse focusing on prevention.
3. Practice his/her ability to critically review research-based materials related to substance abuse issues.
4. Practice and increase his/hers oral and public presentation abilities necessary in future health care professionals.

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### Course Requirements

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Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

**Students will not be allowed to re-submit an assignment or quiz because of internet connectivity issues, NO EXCEPTIONS.**

**Time commitment is essential to complete the course requirements;** you are expected to complete all online materials and assignments. For some this could be convenient since you can access the course either in or off campus, thus you can work on your own. However, if this is the first time you are considering enrolling in an online course, we recommend before making a decision, that first you visit and review UTEP's Instructional Support Service's "Prospective Online Student's" website.

Even though this is an online course, learning techniques will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student's knowledge is not passively absorbed from the instructor. In contrast with other learning techniques, critical thinking assumes students will create knowledge in their own mind by actively thinking about the material. It is going to be crucial that you prepare for each lesson, reading and reviewing the material before engaging in lessons and assignments. Still not quite certain about what critical thinking really is? Visit then the "The Critical Thinking Community", there website is available at: <http://www.criticalthinking.org/pages/defining-critical-thinking/766>

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### Methods of Assessment

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The following methods will be used to examine the study of substance abuse in this class:

- Assignments/Activities
- Quizzes
- Assigned readings in text
- PowerPoints

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### Competencies

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After completing the course, the student will demonstrate the following learning outcomes/competencies:

1. Assess existing information and data related to health (1,2,3).
2. Analyze relationships among behavioral, environmental, and other factors that influence health (1,2,3,4).
3. Determine needs for health education/promotion based on assessment findings (1,2).
4. Select or design strategies/interventions to address environmental health issues (1,2,3).
5. Develop a plan for the delivery of health education/promotion (1,2,3,4).
6. Obtain and disseminate health-related information (3,4).
7. Influence policy and/or systems change to promote health and health education (1,2,3,4).

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### What to Expect from Instructor

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- Ready availability via email. For correspondence, please use course email.
- Provision of clear expectations of course requirements and assignments.
- Frequent monitoring of email correspondence (2 -3 times daily at the beginning of the course and then daily during the week) with a timely response to each person's inquiry.
- Timely feedback on all graded assignments.
- Established virtual office hours as indicated on class schedule.

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## Tips for Success

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This is an online course and will require consistent commitment and scholarly attention. It is recommended that you enter Blackboard daily to keep up with the demands of the course. While you may have many personal and professional demands on your time, it is important for you to manage your time well while completing this course. You should check announcements, discussion boards, and course email each time you enter the class for any posted updates.

Check your email frequently too! Please email me anytime during the workday and I will reply to you within 24 hours. Timely adherence to due dates is expected as are academic and professional behaviors. If you are unable to meet a deadline, due to an extenuating circumstance, you must notify me prior to the due date. After the fact extensions will not be considered. Late assignments are unacceptable.

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## Learning Activities and Assignments

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### Quizzes

- Quizzes include multiple choices and true/false questions. They will be administered every week. Each quiz will cover the assigned readings in the individual chapter(s) modules. Students are to work independently. No “group” quiz-taking is permitted. The quiz may only be attempted one time.
- Please see the Quiz Times in the Course Schedule. Submitted quizzes are automatically scored and reported via the “My Grades” element of the course.

### Weekly Discussion and Submissions

- This assignment is to be at least 175 words of reflection regarding the key “takeaway” message and implications, or topic discussed in the course materials, video and/or the weekly assignment. There should also be a statement about the one key takeaway message from the weekly reading assignments. Include at least one reference that is five years or newer to support your comment.
- Your initial response is to be submitted before responding to other postings.
- Make a minimum of one response to your classmates ‘posts. The response should be scholarly and of sufficient length to provide your feedback/reflection on the content of the initial posting. There should be at least one current reference to support your comment.
- APA 7th Edition format should be used for documenting the reference.
- Written work needs to use appropriate grammar and correct spelling. The student is encouraged to use free software Grammarly <https://www.grammarly.com/> to assess written assignments including discussion responses.

### Final Exam

- A comprehensive assessment of the material will be given at the end of the course. The assessment comprises various testing formats (i.e. true/false, multiple choice, multiple responses) and will contain 50 questions. Each question is worth (4) four points. The assessment will be time (1) one hour) and may only be attempted once. The assessment will be scored automatically, and the grade will be released through “My Grades”.
- An item analysis will be conducted once everyone has completed the assessment, and if indicated, adjustments will be made to each person’s score.
- End Course Assessment will be available for the last week of class.
- You are expected to follow guidelines for academic integrity when completing all quizzes and written assignments.

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## Grading

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### Assessment - Total Points:

Item	Points	Total
Weekly Discussion	14 Analysis x 20 points	280
Quizzes	15 Quizzes x 20 points	300
Final Exam	50 questions worth 8 points each	400
Extra Credit	Assigned Later	20
Total Points		1000

### Grading Scale

1000 – 900 Pts	A
899 – 800 Pts	B
799 – 700 Pts	C
699 – 600 Pts.	D
599 Pts. or below	F

- Upon tallying of the final grade all decimal points will be dropped.
  - There will be no rounding up to the next higher grade.
  - Students are responsible for studying assigned readings or digital PDF readings/handouts for each class session.
  - Absolutely **NO** late assignments will be accepted. If Blackboard is down, take a screenshot and email this to me with your assignment at [eumucu@utep.edu](mailto:eumucu@utep.edu).
- Individual discussions, assignments, and quizzes activities must be completed on the assigned dates. Individual activities or entire weeks of work may **NOT** be made up later.
  - Remember, students earn grades; professors do not give grades.
  - The faculty person reserves the right to adjust the course syllabus, modify the class schedule and/or assignments, and to adjust end of lesson assessments dates as might be indicated. Advance notification of modifications or changes will be sent to your UTEP email address as a course announcement. No correspondence will be sent to a private email address. Check your UTEP email on a regular basis.

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## Course Dropping

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Students may drop individual courses or completely withdraw from the university, and grades are based on when the actions are taken. Refer to the online Academic Calendar at [www.utep.edu/calendar](http://www.utep.edu/calendar).

- 1. Student-initiated Drops:** The student's responsibility is to officially drop a course that she/he no longer wishes to take. Failure to do so may result in a grade of "F" on the student's academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.
- 2. Administration Drops:** During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for the next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver. At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline. A grade of "F" received due to disciplinary action imposed by the University overrides a grade of "W" received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP email account.
- 3. Grade Assignment for Drops and Withdrawals:** Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

- a) If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student's academic record.
- b) If student drops form a course after the census date but before the student-initiated course drop deadline listed in the Class Schedule, a grade of "W" will be assigned.
- c) If the student drops after the student-initiated course drop deadline, instructors will determine a grade of "W" or "F" for each course. A grade of "W" is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of "W" in writing with the necessary supporting documentation.
- d) Incomplete course work
- e) An "I" (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Emergencies are illness (supported by a note from health care provider), military duty (supported by a copy of orders), jury duty (support by copy of the summons) and death in family (supported by death notice). Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

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### **Course and Institutional Policies**

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**Attendance:** Active student participation in this course is very important. Students must be prepared to log in to Blackboard Learn on a weekly basis, answer discussion board questions, and participate in all course activities. Attendance and participation will be tracked through submission of assignments/activities and/or total time spent online per week through Blackboard. Completing each week's assignments, discussions, and quizzes will count attendance. If a student fails to complete all week's course work, it will count as an absence. If student is absent 3 weeks, he/she will be drop out of the course.

**Netiquette:** As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

1. Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
2. Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
3. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
4. Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

**Communication and Feedback Plan:** Email is the best method to approach the instructor in case you have any questions regarding the course materials (eumucu@utep.edu). I usually reply within 24 hours. In your email please type in the subject line "HSCI 3305", and in the message explain in complete sentences the question or problem you may have. You may set up a phone or video conferencing appointment if needed but this will be done on a rare basis because the nature of this class is online, and everything will be handled via Blackboard Learn platform or emails.

**AI Use:** I support benefiting from AI websites like ChatGPT if it is only grammar editing. Students are not allowed to use AI websites or apps to generate content for the assignments. Students must cite any borrowed

content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

**Student Progress:** Grades and feedback will be available through Blackboard Learning Grade Center; additional feedback may be sent from the instructor by email.

**Reading Assignments:** All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week two need to be completed prior to the week two class session. In addition to reading the chapter please view the slides and flash cards. Using this learning resources will assist with completing the quizzes and other course requirements.

**Late Assignments:** Due dates for all assignments are designed for fairness to all students. No exceptions to those dates will be made except in cases of university-designated closures. All assignments are due on the due date. Ten percentage points will be deducted for each day an assignment is late (including weekend days).

**Permission for Recording:** Not permitted without express permission of the instructor.

**Class Recording by Instructor:** The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

**Instructor Evaluations:** The instructor will provide more details on how the course will be evaluated. There is an internal evaluation and a university standard online evaluation in which you can rate the instructor's performance and the course content. It is recommended that you complete these evaluations so that we continue improving the course.

**Accommodations for Students with Disabilities:** The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodation will be made unless it is determined that doing so would cause undue hardship on the University. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

**Copyright:** The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for copyright and fair use laws violations. The University will neither protect nor defend you nor assume any responsibility for a student's violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties, criminal liability, and disciplinary action under University policies.

**Conduct and Scholastic Dishonesty:** Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of

failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give an unfair advantage to a student or the attempt to commit such acts.” Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>) “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.

Examples of “cheating” include:

- Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”.
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority.
- Substituting for another person, or permitting another person to substitute for one's self, to take a test.
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“**Plagiarism**” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from online and other material. “**Collusion**” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

**Student Resources:** UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering a course) as well as the resources below. UTEP provides a variety of student services and support:

### ***Technology Resources***

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### ***Academic Resources***

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.

- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

### ***Individual Resources***

- [Student Success Help Desk \(SSHHD\)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transportation resources may submit a ticket request assistance to [studentsuccess@utep.edu](mailto:studentsuccess@utep.edu)
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [UTEP Food Pantry](#): Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.



## COURSE SCHEDULE

Dates	Topics	Reading Assignments	Homework Assignments
<b>WEEK 1</b> <b>Aug 28,</b> <b>2023</b>	Syllabus review Course introduction & overview Drug Use: An Overview (Chapter 1) Drugs as Social Problem (Chapter 2) Drug Policy (Chapter 3)	Syllabus Chapter 1 Chapter 2 Chapter 3  Review PowerPoint Slides 1, 2 & 3	<b>Write Discussion 1: Opens Monday to Sunday.</b>  <b>Video</b> <u>Everything You Think You Know About Substance Abuse Disorders</u>  <b>Take Quiz Week 1</b>
<b>WEEK 2</b> <b>Sep 4,</b> <b>2023</b>	The Nervous System (Chapter 4) The Actions of Drugs (Chapter 5)	Chapter 4 Chapter 5  Review PowerPoint Slides 4 & 5	<b>Write Discussion 2: Opens Monday to Sunday.</b> <b>Videos</b> <u>The Nervous System in Nine Minutes</u>  <u>Actions of Drugs on the Body</u>  <b>Take Quiz for Week 2</b>
<b>WEEK 3</b> <b>Sep 11,</b> <b>2023</b>	Stimulants (Chapter 6)	Chapter 6  Review PowerPoint Slides 6	<b>Write Discussion 3: Opens Monday to Sunday.</b>  <b>Video</b> <u>Why do our brains get addicted?</u>  <u>What causes opioid addiction, and why is it so tough to combat?</u>  <b>Take Quiz Week 3</b>
<b>WEEK 4</b> <b>Sep 18,</b> <b>2023</b>	Depressants and Inhalants (Chapter 7)	Chapter 7  Review PowerPoint Slides and Flash Cards for Chapter 7	<b>Write Discussion 4: Opens Monday to Sunday.</b>  <b>Video</b> <u>What Are Depressants?</u>  <u>Psychoactive drugs: depressants and opiates</u>  <b>Take Quiz for Week 4</b>
<b>WEEK 5</b> <b>Sep 25,</b> <b>2023</b>	Medication for Mental Disorders (Chapter 8)	Chapter 8  Review PowerPoint Slides 8	<b>Write Discussion 5: Opens Monday to Sunday.</b>  <b>Videos</b> <u>Psychiatric Medications</u>  <u>Making medicines safer for all of us</u>  <u>New Hope for Treatment-Resistant Depression</u>  <b>Take Quiz for Week 5</b>

<b>WEEK 6</b> Oct 2, 2023	Alcohol (Chapter 9)	Chapter 9  Review PowerPoint Slides 9	<b>Write Discussion 6: Opens Monday to Sunday.</b>  <b>Video</b> <u>11 Signs You May be an Alcoholic</u>  <b>Take Quiz for Week 6</b>
<b>WEEK 7</b> Oct 9, 2023	Tobacco (Chapter 10)	Chapter 10  Review PowerPoint Slides 10	<b>Write Discussion 7: Opens Monday to Sunday.</b>  <b>Video</b> <u>Epidemiology of Tobacco Use</u>  <b>Take Quiz for Week 7</b>
<b>WEEK 8</b> Oct 16, 2023	Caffeine (Chapter 11)	Chapter 11  Review PowerPoint Slides 11	<b>Write Discussion 8: Opens Monday to Sunday.</b>  <b>Video</b> <u>Caffeine and the Human Body</u>  <b>Take Quiz for Week 8</b>

<b>WEEK 9</b> Oct 23, 2023	Dietary Supplements and Over-the-Counter Drugs (Chapter 12)	Chapter 12  Review PowerPoint Slides 13	<b>Write Discussion 9: Opens Monday to Sunday.</b>  <b>Video</b> <u>What is a Dietary Supplement?</u>  <b>Take Quiz for Week 9</b>
<b>WEEK 10</b> Oct 30, 2023	Opioids (Chapter 13)	Chapter 13  Review PowerPoint Slides 13	<b>Write Discussion 10: Opens Monday to Sunday.</b>  <b>Videos</b> <u>Perspectives on Opioids</u>  <u>(Three Different Perspectives)</u>  <u>How to Use Opiates Safely</u>  (Two videos one on what they are and second on benefits, and dangers)  <b>Take Quiz for Week 10</b>
<b>WEEK 11</b> Nov 6, 2023	Psychedelic (Chapter 14)	Chapter 14 Review PowerPoint Slides 14	<b>Write Discussion 11: Opens Monday to Sunday.</b>  <b>Video</b> <u>The science of psilocybin and its use to relieve suffering</u>  <b>Take Quiz for Week 11</b>
<b>WEEK 12</b> Nov 13, 2023	Cannabis (Chapter 15)	Chapter 15  Review PowerPoint Slides 15	<b>Write Discussion 12: Opens Monday to Sunday.</b>  <b>Video</b> Cannabis: Separating the Science from

			<p><u>the Hype</u></p> <p><b>Take Quiz for Week 12</b></p>
<p><b>WEEK 13</b> Nov 20, 2023</p>	<p>Performance-Enhancing Drugs (Chapter 16)</p>	<p>Chapter 16</p> <p>Review PowerPoint Slides 16</p>	<p><b>Write Discussion 13: Opens Monday to Sunday.</b></p> <p><b>Video</b> <u>CNN Explains Performance Enhancing Drugs</u></p> <p><u>Just Say Yes to Steroids Ted Talk</u></p> <p><b>Take Quiz for Week 13</b></p>
<p><b>WEEK 14</b> Nov 27, 2023</p>	<p>Preventing Substance Abuse (Chapter 17)</p>	<p>Chapter 17</p> <p>Review PowerPoint Slides 17</p>	<p><b>Write Discussion 14: Opens Monday to Sunday.</b></p> <p><b>Videos</b> <u>Lessons from Prevention Research</u></p> <p><u>The harm reduction model of drug treatment</u></p> <p><b>Take Quiz for Week 14</b></p>
<p><b>WEEK 15</b> Dec 4, 2023</p>	<p>Treating Substance Use Disorders and Drug Policy Alternatives (Chapter 18)</p>	<p>Chapter 18</p> <p>Review PowerPoint Slides 18</p>	<p><b>Write Discussion 15: Opens Monday to Sunday.</b></p> <p><b>Video</b> <u>Rethinking the Conventional Wisdom of Drug Use and Policy.</u></p> <p><b>Take Quiz for Week 15</b></p>
<p><b>Final Exam</b></p>	<p>Final Exam</p>	<p>All Chapters</p>	<p><b>Take Final Exam</b></p>

### Grading Rubric Discussions

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
<b>Content Reflection</b>	<b>1-0 points</b>	<b>2-4 points</b>	<b>5-8 points</b>	<b>8-10 points</b>	/10
	Reflection lacks critical thinking. Superficial connections are made with key course concepts and course materials, media, and/or assignments	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from any readings, media, and discussions. Minimal connections made through explanations, inferences, and/or examples.	Reflection demonstrates some degree of critical thinking in applying, analyzing, and evaluating key concepts and theories from any readings, media, and discussions. Connections made through explanations, inferences, and/or examples.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key concepts and theories from any reading, media, and discussions. Insightful and relevant connections made through contextual explanations, inferences, and examples.	
<b>Personal Growth</b>	<b>0 points</b>	<b>1 point</b>	<b>2-3 points</b>	<b>4 points</b>	/4
	Conveys inadequate evidence of reflection on own work in response to the self-assessment questions posed. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future	Conveys limited evidence of reflection on their own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not	Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed from viewing the media. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future	Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed from viewing the media. Demonstrates significant personal growth and awareness of more profound meaning through inferences made, examples, well-developed insights, and substantial depth in perceptions and challenges. Synthesizes current	

	implications are overlooked.	well developed. Minimal thought of the future implications of current experience.	implications of current experience.	experience into future implications.	
<b>Writing Quality</b>	<b>0 points</b>	<b>1 point</b>	<b>2-3 points</b>	<b>4 points</b>	<b>/4</b>
	Poor writing style lacking in standard English, clarity, the language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work.	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.	Well written and clearly organized using standard English, characterized by elements of an active writing style and basically free from grammar, punctuation, usage, and spelling errors.	
<b>Timeliness</b>	<b>0 points</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>/2</b>
	Written reflection is submitted 2-3 days (49-72 hours) after the deadline.	Written reflection is submitted 1-2 days (25-48 hours) after the deadline.	Written reflection is submitted within 1 day (24 hours) after the deadline.	Written response reflection is submitted on or before the deadline.	
<b>TOTAL POINTS (sum of 5 Criteria)</b>					<b>/20</b>