

Los Angeles Mission College

Fall Semester, 2014

Course Title: Health 11 (Principles of Healthful Living)

Class Hours: Wednesdays (3:30 – 6:40 PM)

Location: HFAC 204

Ticket #: 3178

Assistant Professor: Hossein Asili

Office Hours: By appointment in P.E. Office

Located at: HFAC 202

Phone: 818-364-7600, **Ext.** 4262

Email: asilih@lamission.edu

I. COURSE DESCRIPTION:

This course is designed to provide students with an opportunity to explore common health problems and gain understanding of the promotion of personal health and prevention of illness. This course will focus on strategies to maintain or improve individual well-being by well placed emphasis on important health concepts. Students will also be provided with practical methods, which are applicable on daily basis as a guideline for self-directed and responsible healthy living. The comprehensive health course, which encompasses breakthrough findings of health care experts, is designed to deliver the following interrelated topics on the biological, social, and economic dimensions of health such as

- The Physiological, Psychological, Spiritual, Intellectual, Social, and Environmental Health
- Sexual and reproductive health
- The impact of heredity and lifestyle on health
- The effects of chemical substances on health
- The positive effects of fitness and nutrition on your well-being
- The impact of chronic diseases (Cardiovascular Disease, Cancer, Diabetes)
- The battle against infectious and chronic disease
- The Complementary and Alternative Medicine

II. COURSE OBJECTIVES:

1. To introduce students to interesting topics in general health and encourage them to incorporate the learned methods and acquired information to their daily life.
2. To provide students with the opportunity to learn how to adopt and maintain a healthy lifestyle.
3. To orient students that health is the most important commodity that they own, and are personally responsible to maintain it well.
4. To give students the best explanation on the importance of health “if you take care of your body, it will last you a life time”.

Page 1

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

III. REQUIRED & RECOMMENDED TEXTBOOK:

Donatelle, Rebecca J. (2011). Health: The Third Custom Edition for Los Angeles Mission College, San Francisco, Pearson Education, Inc. ISBN # 1 – 269 – 926 - 874

Please be advised that only books purchased from LAMC bookstore contain logging on information to the course website provided by publisher. We will be utilizing this website for our course related activities eg. sample quizzes. Your Course ID#: Asili 10033

MyLab & Mastering Student Registration Instructions

To register for Health 11 Fall 2014:

1. Go to pearsonmylabandmastering.com.
2. Under Register, click **Student**.
3. Enter your instructor's course ID: **asili10033**, and click **Continue**.
4. Sign in with an existing Pearson account or create an account:
 - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click **Sign in**.
 - If you do not have a Pearson account, click **Create**. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor's online course:
 - Use the access code that came with your textbook or that you purchased separately from the bookstore.
 - Buy access using a credit card or PayPal.
 - If available, get 14 days of temporary access. (Look for a link near the bottom of the page.)
6. Click Go To Your Course on the Confirmation page. Under MyLab & Mastering New Design on the left, click Health 11 Fall 2014 to start your work.

Retaking or continuing a course?

If you are retaking this course or enrolling in another course with the same book, be sure to use your existing Pearson username and password. You will not need to pay again.

To sign in later:

1. Go to pearsonmylabandmastering.com.
2. Click **Sign in**.
3. Enter your Pearson account username and password. Click **Sign in**.
4. Under MyLab & Mastering New Design on the left, click **Health 11 Fall 2014** to start your work.

Additional Information

See Students > Get Started on the website for detailed instructions on registering with an access code, credit card, PayPal, or temporary access.

Page 2

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

IV. COURSE REQUIREMENTS & GRADING POLICY

Central to the requirements for this class are **attendance and participating in class discussions, required written assignment (S.L.O.), four (4) abstract reports, two quizzes, midterm, and a final exam.** Keep your attendance regular and punctual, **absences in excess of 3 may result in exclusion from the class.** Arriving late for class is disruptive for everyone.

1. Required Written Assignment **S.L.O. (Student Learning Outcome):**

In order to receive a passing grade of A, B, or C, you must take a prescheduled workshop in person. This very important workshop is scheduled to take place on **September 24, 2014.** At that day, our regularly scheduled class meeting will take place in the **Los Angeles Mission college library** at **L.R.C. 205.** This workshop will provide you with an information on how to find primary health care research articles/journals teaching you on how to write a report using appropriate citation. This activity includes watching informative videos. Having done this activity, you will educate yourself on a selected topics that are designed to increase your global awareness toward hazardous health conditions such as Polio Eradication and HIV. You will improve your chances to protect yourself as well as your family members against these globally present health hazards. You are to write a report using your collected and learned information. **20 points is allocated for this activity.** More information and frame work will be provided in the library workshop.

DUE DATE: The written assignment is due on November 8, 2014

Seats are limited and late arriving students will not be permitted to participate in this workshop.

NO PASSING GRADE WILL BE ISSUED IF YOU DO NOT PARTICIPATE / OR MISS THIS WORKSHOP.

Introduction

The purpose of this guide is to provide direction and support for all Health 11 students to successfully complete the common assignment aimed at assessing the student learning outcome on global awareness. For Fall 2014, the assessment assignment will be based on "Disease Warriors" the first film of the documentary series Rx for Survival.

Student Learning Outcomes- Global Awareness

After completing Health 11, students will be able to demonstrate global perspectives by generating theoretical and pragmatic approaches to health and environmental issues. Evidence will be the ability to analyze global health and environmental issues from multiple perspectives and to articulate an understanding of these interconnected issues by formulating appropriate and global responses.

Page 3

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

Rx for Survival: A Global Health Challenge

About Rx for Survival

During the twentieth century, the world lived through a golden era in public health: vaccines were discovered, diseases were cured, and the average life expectancy rose by many years. In recent decades, however, this stunning progress has declined dramatically. Although life expectancy remains high in developed nations, in many countries of the developing world it has actually fallen.

The march to better world health has been slowed by the emergence of new and devastating diseases such as AIDS, SARS and West Nile virus, by microbial resistance to many modern drugs and by a global travel network that can turn a local disease into an international outbreak in a matter of hours.

Recognizing the impact of both the slow down in medical advances and the speeding up of new and stronger diseases, the award-winning documentary team of WGBH's NOVA Science Unit and Vulcan Productions, Inc., has co-produced a groundbreaking multimedia project to address what makes us sick, what keeps us healthy and what it would take to give good health the upper hand.

Anchored by a compelling six-hour PBS television series that premiered November 1-3, 2005 and a two-hour special presentation on April 12, 2006, Rx for Survival — A Global Health Challenge encompasses a wealth of companion elements from major media and educational partners, including TIME Magazine, NPR, Penguin Press, and Johns Hopkins University. Together these combine to make this project the most comprehensive global health media education project ever mounted.

Heightened awareness, however, is not the only goal of Rx for Survival. The ultimate objective of the project is to translate awareness into action. Because global health is such a large and complex issue, we are shining a spotlight on one area which is both critical and surprisingly easy to affect. Across the world, children from birth to age 5 need basic health interventions (e.g., rehydration, vaccines, and vitamin A and micronutrients) to have even a chance to survive. Rx for Child Survival encourages each of us to get involved to ensure that these basic needs are delivered to children locally and globally by speaking out, volunteering time and energy, and donating to programs that are already making a difference. Funded by the Bill & Melinda Gates Foundation and The Merck Company Foundation, Rx for Survival and Rx for Child Survival have been developed in partnership with the Global Health Council and with the advice of other leading global health experts and organizations.

Disease Warriors

"Disease Warriors," the first film in the series focuses on the cornerstone of public health, vaccines. Millions of people can be immunized to prevent or reduce the incidence and spread of infectious disease. Global immunization even opens the possibility of eradicating certain diseases. Yet, underlying their great potential to prevent or reduce disease is the challenge of getting vaccines to all who need them. This film focuses on 3 diseases; Polio, Small Pox, and HIV. The film discusses the development of vaccines, the successful global eradication campaign against Small Pox, the current global effort to eliminate Polio, and the challenges that HIV presents to finding an effective vaccination.

Page 4

Week 15	12/10/2014	Final Exam Review	Final Exam Review
Week 16	12/17/2014	Final Exam	Final Exam

Key concepts:

- Vaccines are important, powerful tools of public health.
- While a vaccine protects an individual, an infectious disease will only be eradicated if vaccines are used on a widespread, sustained, population-wide basis.
- The availability of vaccines varies around the world.
- In the United States, vaccines help limit the occurrence of many infectious diseases.
- Some people believe vaccines are harmful.

Library Orientation

To assist students in completing this assignment, the instructor has arranged a library orientation (to take place in class unless otherwise specified.) During this orientation students will be coached in research strategies, how to identify reliable sources of internet information, and how to write in APA style.

Attendance at the library orientation is mandatory. Please make every effort to attend class on the date of your orientation. **If a conflict arises, the student will be required to attend an orientation with another class.**

Paper Details and Requirements

- The student will write a 3-page paper on one of the two scenarios presented below.
- The paper must be typed, double-spaced, with 12-point font using a standard font such as Times New Roman or something similar.
- The paper must follow APA guidelines.
 - The following is an excellent APA resource: <https://owl.english.purdue.edu/owl/>
- The paper is worth 20 points.
- The paper should be written as a narrative making sure to include all aspects of the prompt. In other words, this paper is not intended to be in question and answer format.
- Students should spell check and proof read their papers prior to submission as spelling, grammar, and format will count toward the final grade on the paper.
- Attendance at the library orientation is mandatory.
- Students who have questions or need guidance or clarification on this assignment are encouraged to visit the instructor during office hours.

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

Health 11 Global Health Assessment Assignment

Two topics have been identified for the Health 11 assessment on the student learning outcome, Global Awareness, based on the film, Disease Warriors. Students need only select one topic.

Prompt 1: Polio eradication

- Summarize the facts about Polio; what are the global polio statistics, how is polio transmitted, where is polio prevalent today, etc.
- Investigate the progress of the polio eradication campaign. Debate exists over continuing the eradication campaign or moving to a containment or management strategy.
 - First, read or listen to news articles/stories about and summarize both sides of the argument. Be sure to explain the rationale and examples cited by each group. Then, take a stance on the issue. Be detailed and thorough in your position. Give specific reasons and examples to back up your opinion.

Use reputable sources to conduct your research.

A few sources have been provided to assist you:

The Global Polio Eradication Initiative- <http://www.polioeradication.org/>

NPR- <http://www.npr.org/tags/133428600/polio>

NPR Polio's End Depends On Three Tough Countries-

<http://www.npr.org/2012/10/25/163641004/polios-end-depends-on-three-tough-countries>

Gates Calls for a Final Push to Eradicate Polio-

http://www.nytimes.com/2011/02/01/health/01polio.html?_r=0

Prompt 2: HIV

- Summarize the facts about HIV: What is HIV, why is HIV a global public health issue, what are the global HIV statistics, where in the world is HIV most prevalent? Hypothesize an explanation of why there is so much disparity between developing and developed countries.
- How is HIV infection, transmission, and treatment influenced by the Determinants of Health? Do you think there is a connection between poverty and HIV? Why?
- What HIV interventions have been found to most effective?

The following are resources to assist you, additional resources are allowed as long as they are reliable:

Avert- <http://www.avert.org/hiv-and-aids-sub-saharan-africa.htm>

United Nations- Millennium Development Goals- <http://www.un.org/millenniumgoals/aids.shtml>

World Health Organization- www.who.int

Centers for Disease Control and Prevention- <http://www.cdc.gov/globalaids/>

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

Rx for Survival; A Global Health Challenge- Disease Warriors

As you watch the film you may want to use the following questions to assist you in taking notes and to help in your understanding of the content.

1. What is considered the largest public health campaign in progress today?
2. What statistics are given on polio cases today and in the past?
3. The public health campaigns featured in the film use language describing a war or conflict. How would you describe the following as they relate to the video:
 - a. War
 - b. Ammunition
 - c. Warriors
 - d. Victory
 - e. Courage
4. What is the goal of the polio campaign?
5. What are the problems/challenges in the polio and small pox campaigns? What are the strategies used to overcome some of these challenges?
6. What are the effects that Polio causes in the body? How is polio spread?
7. How does a vaccine work?
8. In 1967 the World Health Organization (WHO) launched a global campaign against what disease? Why did people question the feasibility of the campaign?
9. What is "herd immunity" and "ring vaccination"?
10. Eradicating small pox is considered the greatest public health accomplishment in history. This gave hope to Public Health professionals that other diseases could be eliminated. What happened in the early 1980s that caused some of this optimism to wane?
11. What is the challenge in creating an HIV vaccine?
12. Why do some people resist vaccines? What can happen when people stop immunizing?
13. What organizations, agencies and groups did you see in the film that were involved in the campaigns?
14. Other thoughts or observations?

Assignment Check List

Did you...

- Attend the in-class library orientation?
- Write an outline and draft to organize your thoughts and to make sure you are covering all aspects of the prompt?
- See your instructor with questions or for help?
- Proof read or have someone else proof read for you?
 - o Be sure the first letter of each sentence is capitalized.
 - o Be sure that proper terms are capitalized. (United States, India, World Health Organization, etc.)
 - o Be sure that there are no unnecessary capitalizations. (polio not Polio, vaccination not Vaccination)
 - o Check your margins and font and make sure they meet the paper requirements.
- Use "spell check"- don't ignore words that are underlined in red.
- Cite all of your sources properly?

Page 7

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

<u>Health Assignment Rubric</u>	<u>Points Earned</u>
<p><u>A. Content/Thesis</u></p> <ul style="list-style-type: none"> ○ Position/Thesis easily identifiable, plausible, insightful, clear. ○ Position/Thesis promising but slightly unclear or lacking insight/originality. ○ Thesis may be unclear (contains many vague items), offers little that is new. ○ Thesis/Position difficult to identify, restates obvious point. 	<p>4 3 2 0-1</p>
<p><u>B. Evaluates Evidence</u></p> <ul style="list-style-type: none"> ○ Sources and examples <u>fully</u> support position/thesis. Demonstrates an in-<u>depth</u> understanding of the idea of video and supporting resources. ○ Sources and examples used to support <u>most</u> points. Demonstrates <u>solid</u> understanding of ideas of video and supporting resources. ○ Sources and examples used to support <u>some</u> points. Points often lack supporting evidence. Demonstrates a <u>general</u> understanding of ideas of video and supporting evidence. ○ Very few or weak examples used to support position. General failure to support statements (thesis). Does not critically evaluate ideas in support of thesis. 	<p>4 3 2 0-1</p>
<p><u>C. Critical Thinking/Logic</u></p> <ul style="list-style-type: none"> ○ Paper displays critical thinking of information. All ideas in paper flow logically. Avoids simplistic description or summary. ○ Paper contains evidence of critical thinking. Occasional insightful connections and 	<p>4 3 2</p>

<p>descriptions of outside material. Mostly creates appropriate college-level-academic tone.</p> <ul style="list-style-type: none"> ○ Paper displays an even balance between critical thinking and description. Simplistic descriptions or summary of information. Occasionally creates appropriate college-level tone, but has some informal language or inappropriate slang. ○ Ideas do not flow at all. Simplistic description of issue used. Does not create college-level-academic tone. 	<p>0-1</p>
<p><u>D. Mechanics</u></p> <ul style="list-style-type: none"> ○ Sentence structure and grammar are excellent. Correct use of punctuation. Minimal to <u>no</u> spelling errors. Absolutely no run-on sentences. ○ Sentence structures and grammar are strong despite occasional layers. Punctuation often used correctly. Some minor spelling errors. May have one run-on sentence. ○ Problems in sentence structure and grammar (usually not major). Some errors in punctuation and spelling. May have some run-on sentences. ○ Major problems in sentence structure and grammar. Frequent errors in punctuation and spelling. May have several run-on sentences. 	<p>4 3 2 0-1</p>
<p><u>E. Assignment-Specific Criteria</u></p> <ul style="list-style-type: none"> ○ Responds to <u>all</u> aspects of the assignment and all prompts are addressed. ○ Responds to most aspects of the assignment. Most prompts are addressed. ○ Missing two – three (2-3) major aspects of the assignment. Some prompts are not addressed. ○ Several aspects of the assignment are not followed and several prompts are missing. 	<p>4 3 2 0-1</p>

2. Required Article Critique (Abstract Reports):

Total of 4 articles critique should be submitted (*personal presentation preferred*) as scheduled. Prepare 2 copies (*one for the instructor & one for grading*).

- a) **One (1) abstract report on General Health related topic (G.H). (1)**
- b) **One (1) abstract report on Environmental Health (E.H.). (2)**
- c) **One (1) abstract report on Illegal Drugs (I.D.). (3)**
- d) **One (1) abstract report on Sexually Transmitted Disease (S.T.D.). (4)**

The critique you are to turn in should be:

- ◆ No more one page in length, single space. Grammar and spelling are important.
- ◆ Include a brief summary of the article (no more than one paragraph).
- ◆ The critique should include what you thought of the article, why you choose the article, and how you may or may not use the information included in the article.
- ◆ Only primary research articles are accepted.
- ◆ If your intentions are to use the Internet, make sure to double-check the resource for validity, reliability, and accuracy. **Answer these questions about your selected article:**
 - **Comment on the “subjects”**
 - A. Methods of Selection**
 - B. Number of Participants**
 - C. Existance of control group/s**
 - **Who is conducting the study?**
 - **What are they looking for?**
 - **Who is funding (paying for) the study?**
 - **Comment on outcomes (results)- whether they are significant and/or valid.**
 - **What implications do they have for the future?**
 - **Conclude with your opinion of the value of the study and how it could impact on your daily life style.**
- ◆ **Copy of the article/s should be attached to your report.** I will provide more specifics in the classroom. Health Square, Health Link/Medical College of Wisconsin, fda.gov, proquest (log in – htfmpnkxtf, password –welcome), is a sample website for you. Be advised that our book lists several good website sources.

Grading Criteria: You will be graded based on:

- A. The selection of your article. (4 points)**
- B. Content & Focus of Your Paper (4 points)**
- C. Grammar & Spelling (4 points)**
- D. Thoroughness/Completeness of the Assignment. (4 points)**

Page 10

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

Grading Criteria:

EVALUATION CRITERIA	POINTS EARNED
<p>M. Article Selection (maximum 4 credit points can be earned)</p> <ul style="list-style-type: none"> • Primary Research Article is selected, & it clearly relates to the given assignment. Appropriate internet source was used. It contains many thorough <u>substantial details</u> about a health topic. 4 • Primary Research Article is selected, & it clearly relates to the given assignment. It contains <u>some/few details</u> about a health topic. 3 • Secondary Research Article is selected and it clearly relates to the given assignment. <u>One or No substantial details</u> about a health topic. 2 • <u>Article has little relationship</u> to the given assignment. 1 	
<p>N. Content/Focus of paper (maximum 4 credit points can be earned)</p> <ul style="list-style-type: none"> • The paper <u>clearly discusses the main points</u> of the article with supporting comments demonstrating understanding of the points. 4 • The paper somewhat discusses the points of the article but is <u>lacking in some significant area/s</u> 3 • The paper <u>vaguely focuses on the main points</u> of the article. 2 • The paper <u>does not relate to the main topic</u> of the article. 1 	
<p>O. Grammar/Spelling (maximum 4 credit points can be earned)</p> <ul style="list-style-type: none"> • There are <u>no errors in grammar/spelling</u> that distract the reader from the content. 4 • There are <u>1-2 errors in grammar/spelling</u> that distract the reader from the content. 3 • There are <u>3-4 errors in grammar/spelling</u> that distract the reader from the content. 2 • There are more than <u>4 errors in grammar/spelling</u> that distract reader from the content. 1 	
<p>P. Thoroughness/Completeness of Assignment (maximum 4 credit points can be earned)</p> <ul style="list-style-type: none"> • Appropriate internet source was used and paper was written with following given guidelines. <u>Copy of the article was turned in</u> with paper. 4 • Appropriate internet source was used; paper was written with following given guidelines. <u>No copy of article was turned in</u> with paper. 3 • <u>Inappropriate internet source was used but papper written with following given guidelines</u>; Copy of article may not have been turned in. 2 • <u>Inappropriate internet source paper written without following given guidelines</u>. 1 	

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

V. Extra Credit : A personal health improvement project:

A complete package including a written report of this project will be accepted as an extra credit activity. A more in depth information about health improvement project will be provided during our first two class meetings.

Grading Criteria: Deductions will be based on:

- E. Lack of initial test, project, & contract paper work. 10 % each (up to 2 points)**
- F. Content (4 – 5 Pages) & Focus of Your Paper. 10 % (2 points)**
- G. Grammar & Spelling (5 + mistakes). 10 % (2 points)**
- H. Thoroughness/Completeness of the Assignment & following recommended format. 10 %. (2 points)**
- I. Daily progress report (diary). 10 % (2 points)**
- J. Lack of abstract reports (3). 10 % / abstract report (up to 6 points)**

Format for this assignment:

Typed, doubled-spaced with one inch margins, font size no larger than 12, the paper should be 4-5 pages long (not including title page). Your term paper should include a title page with the title and your name centered on the page, and the date on the lower right-hand corner; it should be stapled in the upper left-hand corner. **Be advised that credit points will be deducted for lack of bibliography.**

DUE DATE: The written assignment is due on December 10, 2014

4. Evaluation: As a reminder, the following are required to pass this course

Method of Evaluation	Possible Points
Attendance	16
Quiz # 1	50
Midterm Exam	100
Quiz # 2	50
Abstract Report (16 points x 4 Abstracts)	64
Final Examination	100
S.L.O. (Student Learning Outcome)	20

Page 12

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

I have planned the following grading scale. However, if it becomes necessary, I will curve the grades.

- | | |
|--------------------------------------|-----------------------------------|
| A 90%-100% (above 360 points) | D 50%-69% (200-276 points) |
| B 80%-89% (320-356 points) | F 50% and below 200 points |
| C 70%-79% (280-316 points) | |

NOTE: You are required to bring scantron #886- E-LOVAS for your Quiz#1, Quiz # 2, Midterm and Final exam.

VI. GETTING HELP:

If for any reason you are having difficulty with the concepts presented in this class, I will be happy to help you. To insure your success, before & after each scheduled class meeting, I will make myself available for your questions or make an appointment in Physical Education Office or you call and leave a message at 818-364-7600, Extension 4262. Getting help early in the semester will assure your success in this class.

Students with Disability: Please visit at [Http://www.lamission.edu/dsps](http://www.lamission.edu/dsps).
Or Call (818) 364-7732

VII. CLASSROOM CONDUCT:

Students violating college policies regarding personal conduct and academic honesty are subject to disciplinary measures. Disruptive behavior in the classroom will not be tolerated and may result in temporary (or permanent) removal from the class.

- 1. Laptop and Computer Policy:** Laptops and coputers are allowed as long as they are used for taking notes. **No internet surfing is allowed during class.**
- 2. Cell Phone and Pager Policy:** Cell phones and pagers are a distraction to the class and creating unpleasant learning environment for fellow students. **Please turn off all electronic devices during class sessions.**
- 3. Plagiarism and Academic Honesty Policy:** Cheating, copying, plagiarism will result in removal from the class, a grade of F for the semester and possible expulsion from Mission College. Please refer to the Standards of Student Conduct or the current Mission College catalog.

Page 13

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

Plagiarism is defined as the following:

- Using the exact words of another person's work/writing without acknowledgement of your source through the use of quotation marks and correct citation/documentation
- Rephrasing a passage by another writer without giving proper credit
- Using someone else's facts or ideas without acknowledgement
- Using a piece of writing that you already used in a previous course (or in courses in which you are simultaneously enrolled)
- Presenting fabricated or falsified citations or materials

Please consult me if you are unsure about how to document sources

COLLEGE RESOURCES FOR STUDENTS

Admissions and Records: Students can register for classes, request transcripts, file petitions for graduation, and drop classes at this office. For more information call 818-833-3322 or visit:

<http://www.lamission.edu/admissions/>

Assessment Center: Offers student assessments in English, English-as-a-Second-Language (ESL), and Mathematics. Please contact the Assessment Center at (818) 364-7613 for more information or visit <http://www.lamission.edu/assessment/>

Counseling Department Office: For appointments and information call 818-364-7655 or visit <http://www.lamission.edu/counseling/>

Disabled Students Programs and Services (DSP&S): For appointments, eligibility and information call 818-364-7732 or visit <http://www.lamission.edu/dsps/>

Extended Opportunity Programs and Services (EOPS): For appointments, eligibility and information call 818-364-7645 or visit <http://www.lamission.edu/eops/>

Financial Aid: For information and applications call 818-364-7648 or visit

<http://www.lamission.edu/financialaid/>

Bookstore: For hours of operation, book availability, buybacks, and other information call 818-364-7767 or 7768 or visit <http://eagleslanding.lamission.edu/default.asp>

Page 14

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

Library: For information on hours, resources, workshops, and other services contact 818-364-7106 or visit <http://www.lamission.edu/library/>

Tutoring Services in Learning Center: Laboratories for Learning, Writing, and Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit www.lamission.edu/learningcenter/

SPECIAL ACCOMMODATIONS

If you require special accommodations for a disability, religious holiday, or any other reason please inform your instructor(s) within the first week of the course and we will accommodate you if at all possible. For accommodations due to disability, you must consult with the Disabled Students Programs and Services Office after which we will abide by their recommendations.

STEM Office: For information on free tutoring, resources and academic counseling for STEM (Science, Technology, Engineering, and Technology) students visit: <http://www.lamission.edu/stem>

Three Attempt Limit

A new state policy in effect as of 2012 limits students to **three attempts per course.**

Receiving a grade or a "W" for a course counts as an attempt, **regardless of when the course was taken.**

Withdrawal by the deadline to avoid a "W" will not count as an attempt. For spring 2013 the deadline to avoid a "W" is Monday, February 18th.

Week 15	12/10/2014	Final Exam Review	Final Exam Review.
Week 16	12/17/2014	Final Exam	Final Exam

TENTATIVE CLASS SCHEDULE

WEEK	DATE	TOPIC	SUGESTED READINGS
1	09/03/2014	Course Introduction & Syllabus Overview	N/A
2	09/10/2014	The Basics of Healthy Change	Chapter 1
3	09/17/2014	Psychosocial Health	Chapter 2
4	09/24/2014	Prescheduled Library Workshop (S.L.O.)	Not to be missed
5	10/01/2014	Managing Your Stress; Focus on Your Sleep	Chapters 3 & 3A
6	10/08/2014	Quiz # 1 & Abstract Report on G.H (#1)	Quiz # 1
7	10/15/2014	Healthy Relationships and Sexuality	Chapter 5
8	10/22/2014	Your Reproductive Choices	Chapter 6
9	10/29/2014	Midterm Exam & Abstract Report on G. H (#2)	Midterm Exam
10	11/05/2014	Addiction and Drug Abuse; S.L.O. Paper is due	Chapter 7
11	11/12/2014	Alcohol and Tobacco	Chapter 8
12	11/19/2014	Quiz #2 & Abstract Report on I.D. (#3)	Quiz #2
13	11/26/2014	Nutrition and You	Chapter 9
14	12/03/2014	Managing Your Weight; Focus on Your Body Image, Personal Fitness & Risk for Diabetes	Chapters 10, & 11
15	12/10/2014	Cardiovascular Disease and Cancer; Infectious and Noninfectious Conditions Abstract Report on S.T.D. (#4)	Chapters 12 & 13
16	12/17/2014	Final Exam	Final Exam

IMPORTANT DATES TO REMEMBER:

- 1. On September 24, 2014** come to L.R.C. 205 at LAMC library
- 2. Your S.L.O. paper** is due on **November 8, 2014**
- 3. Your Final exam** is scheduled to take place at:
Room # HFAC - 204 December 17, 2014
5:30 PM. - 7:30 PM.

***No make up tests will be given
&
delayed work is not accepted.***

Page 16

Week 15	12/10/2014	Final Exam Review	Final Exam Review
Week 16	12/17/2014	Final Exam	Final Exam