

UGS302 Syllabus

The Science of Drug Use and Addiction

Fall, 2016
 Unique # 62120
 MW 3 – 4:15 pm, PHR 4.114
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COURSE SCHEDULE

SESSION	BOOK ASSIGNMENT	TOPIC
1. August 24		Transition from High School to University Writing (UWC)
2. August 29		Getting to know each other, syllabus, plans for the semester, GEMS, how to study the text, team study plans
3. August 31		First Paper assignment, oral presentation skills, video, GEM decision, <u>General Paper topics chosen</u> , Syllabus Quiz
4. September 5		NO CLASS (Labor Day)
5. September 7		Student presentations (2-3 minutes each)
6. September 12		GEM Visitation
7. September 14	1,16	Chapters 1,16 (What is a Drug; Addiction)
8. September 19	2,3	Chapters 2,3 (BBR; Pharmacokinetics) (First Paper due)
9. September 21		Discussion of University Lectures, Methamphetamine video
10. September 26		NO CLASS (time off for attending University Lecture)
11. September 28	4,5	Chapters 4,5 (Neuroanatomy; Neurophysiology)
Within two weeks of this point in the course, students are required to see the Instructor or the Peer Mentor to discuss course progress (no later than October 14). Plan on a 10-minute visit.		
12. October 3	6,7	Chapters 6,7 (Alcohol; Stimulants) (General Paper draft due) <u>Research Paper topics chosen</u>
13. October 5		Peer Review Presentation (UWC), review for Exam I
14. October 10		Exam I (Chapters 1-7, 16)
15. October 12		Writing a Research Paper (UWC)
16. October 17		Library instruction on finding research paper references (PCL Learning Lab 3, PCL 2.350) – Please bring your own laptop!

17. October 19 8,9 Chapters 8,9 (Opioids; Nicotine), Review of Exam I (**General Paper due**)

Within two weeks of this point in the course, students are required to see the Instructor to discuss course progress (no later than November 3). Plan on a 10-15 minute visit. Bring questions.

18. October 24 Student presentations on general papers (5-7 minutes each)
 19. October 26 Student presentations on general papers (5-7 minutes each)
20. October 31 A.A. Meeting (be prepared to be involved!)
 21. November 2 10, 11 Chapters 10,11 (Marijuana; Inhalants)
 22. November 7 Review of Chapters 8-11,
 23. November 9 12,13 Chapters 12,13 (Hallucinogens; Antipsychotics)
 24. November 14 14,15 Chapters 14,15 (Anxiolytics; Antidepressants) (**Research Paper draft due**)
 25. November 16 Exam 2 (Chapters 8-15)
26. November 21 NO CLASS
 27. November 23 THANKSGIVING HOLIDAY
 28. November 28 Discussion of Exam 2, final preparation for last presentations
 29. November 30 Student presentations on research papers (5-7 minutes each)
 30. December 5 Student presentations on research papers (5-7 minutes each) (**Research Paper due**)

Required textbook (to be provided by the instructor at no cost to the students): Brick, J. and Erickson, C.K., Drugs, The Brain, and Behavior, Routledge (2013).

Course Objectives: At the end of this course the student will be able to:

1. know about university procedures, campus living, working with others, and the nuances of learning in a university setting;
2. speak and write more clearly, based upon experiential training, a review of grammar, and an emphasis on simplicity and clear thinking;
3. effectively organize and write thoughtful papers in a style that will enhance the student's critical thinking and persuasive ability;
4. effectively plan and execute an oral presentation suitable for an audience of peers, the general public, or any other appropriate group of listeners;
5. enhance one's reputation through a higher quality of written and oral presentations, using practice, and obtaining confidence through planning; and
6. tell others about the excitement of drug problems and addiction science, from a basic knowledge of drugs to the neurobiology of substance use disorders and their treatment.

Signature courses at UT are actually orientation courses imbedded in an academic subject of a student's choice. Unlike other courses students will take that concentrate on lectures and exams (and in some cases active learning), signature courses are designed to orient the student to university resources, writing and oral communication methods, and meeting and working with students in other departments and majors. This is what university life is all about: life skills, "learning how to learn", and working with others. In general, there is equal emphasis on a) learning about the university, and b) learning about the academic topic of the course.

General UT Announcements:

Religious holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

University Lectures: Class time will be released to attend one University Lecture. University lectures will be held on September 19 and 20 (7-8 pm, Site TBA). Attendance at one is required; however, both Lectures are highly recommended. Attendance at two lectures will earn no extra credit (except a smile from the instructor ☺).

Cell phones and computers: Cell phones must be put away during class, and computers may be used only for note-taking. Students who use these devices for non-class related activities will be asked to leave for the remainder of that class and marked absent. Calculators and cell phones (especially those with text-messaging) must not be visible during examinations.

Time management: For many university students, procrastination is a major problem, especially with so many things to do. University life is a great time to learn time management skills. Here are some suggestions: make “to do” lists; keep a calendar for scheduling not only your classes, but your exams, appointments, and even your study schedule. Get in the habit of studying consistently throughout the semester, rather than “cramming” the day before the exam or deadline. Few people work well under intense pressure, and generally the quality of the product suffers. (During this course, we will discuss the dangers of using prescription stimulants to study!) This course, with its detailed syllabus, is intended to help you work efficiently on the projects throughout the semester.

Academic dishonesty: The Student Honor Code states: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Practically, this means that collaborating on examinations or copying answers, signing false attendance lists, plagiarism of other students’ or published work, or collaborating on individual homework will **not** be tolerated and will be penalized by a Failing grade in the course.

Plagiarism: If you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism. To keep it from happening to you:

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html>

Copyright-protected class materials. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University’s Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the

Division of Diversity and Community Engagement, Services for Students with Disabilities (SSB 4.104, 471-6259) <http://diversity.utexas.edu/disability/>

Use of e-mail for official correspondence to students: All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communication may be time-critical. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

Emergency evacuation procedures: (<http://www.utexas.edu/safety/>) Here are some important tips for safety:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For friends or students having behavioral or psychological problems: Behavior Concerns Advice Line (BCAL): 512-232-5050
- Links to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Course details:

Prerequisites: Enrollment in the University

Syllabus Quiz: The course syllabus is the key to obtaining the highest possible grade in the course. Because it is so extensive, you will receive a quiz on the syllabus on August 31. This is so important that you must have a perfect score on this quiz. If you miss any quiz questions, you will continue taking the quiz until your answers are all correct. Failure to successfully complete this quiz with a 100% score by a particular date (to be announced) will result in a penalty of 3 points off your final score in the class.

Exams: This course will have two one-hour exams, as indicated in the schedule. (There will be no examination over Chapter 17 of the book.) Exam times will not be changed for a given student except in extraordinary circumstances, and must be approved before the scheduled examination is given. In the event a student misses an exam, the student may receive a zero for the exam. There is no final exam in this class.

Attendance: No penalty for the first excused absence; after that each unexcused absence will be 2 points off the final 100-point grade average. (Note: the GEM and Library visitations count the same as in-class attendance.)

Required Text: Each student will be expected to read and understand the required text, with chapters assigned as indicated in the above Course Schedule: Brick, J. and Erickson, C.K., Drugs, The Brain, and Behavior, Routledge (2013). During the second class period, the Instructor and Peer Mentor will discuss the best way to learn the text material. Also, to enhance discussion and understanding of the book chapters, team leaders (see below, page 8) will provide facts and concepts for each chapter. The examination will focus on such facts and concepts, plus other information that is provided in comments by the instructor and during class discussions.

Writing flag: This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise the two main writing assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board. (I strongly suggest you use the University Writing Center, to help improve the quality of your papers. The University Writing Center (<http://uwc.utexas.edu>) is a great place for students who need writing help. It is free of charge and is devoted entirely to writing. When you visit the UWC, please indicate that your Instructor would like an email about your visit.)

Students will also learn to peer review the work of others, and will be instructed on how to do so. Thus, students will peer review the General and Research Paper drafts. The quality and effort of such peer review will be part of the final grade for each of your General and Research Papers. Students should take time outside of class to discuss their review suggestions with their "peer review buddy".

General academic help for struggling students: An available campus resource is the Sanger Learning Center: <http://ugs.utexas.edu/slc>. At the beginning of each long semester (Fall and Spring) every UT student is given 5 free tutoring hours. These hours do not roll over to other semesters.

Paper Assignments: Three papers will be due during the semester. The First Paper will be 300 words (+10 words), written on why you chose to attend The University of Texas, and why you chose your major or College. (Note: This cannot be the same essay you wrote for admission to the University.) This paper will be a sample of your current writing ability, and will give the Instructor an indication of your writing style. Each student must write this paper without help of any kind from anyone. It should be written clearly, with numbered pages, and your name, the course number (UGS302), date submitted, and word count at the top (left-side) of the first page. (This introductory information should not be included in the word count.) The paper should begin with a complete title centered in the middle of the page, followed by double-spaced text. This paper should have no footnotes or reference section. (The ability to perfectly follow instructions is always an attribute!) This paper will be worth no points toward the final grade,

since it is designed to see your basic writing style without instruction. However, a student will receive -5 points toward the final grade if this is not turned in on time.

The second paper, the General Paper, will be written on a topic of your choice, from a list of topics presented by the Instructor. Its length will be 500 words (± 20 words). The paper must incorporate the writing principles you learn in class. Your name, the course number (UGS302), date submitted, and word count should appear at the (left-side) top of the first page. (This introductory information should not be included in the word count.) The paper should be written clearly, double-spaced, with numbered pages, appropriately sub-headed (to provide structure), and with a complete title. The reference list for this paper must contain no more than 5 references, indicating your sources for the information you are discussing. Citation of these sources in the text is not required. This paper will be worth 12 points toward your course grade.

The third paper, the Research Paper, must incorporate the writing and research principles you learn in class, on a topic of your choice, from a list of topics presented by the Instructor. Its length will be 1,000 words (± 30 words). Your name, the course number (UGS302), date submitted, and word count should appear at the (left-side) top of the first page. (This introductory information should not be included in the word count.) The paper must be written clearly, fully referenced, double-spaced, with numbered pages, appropriately sub-headed (to provide structure), and with a complete title. The research paper must be in APA format (information will be provided). There should be 12 -20 references in the Reference List, at least 8 of which must be peer-reviewed articles from scientific journals. (The Reference list should not be included in the word count.) Note: peer-reviewed articles are those that appear in scientific journals that have an editor and editorial board. These are original data papers, reviews, and commentaries appearing in such journals – in contrast to newspaper articles, web-based stories, blogs, news outlet reports, and reporter-written articles in popular magazines. Students will learn how to access peer-reviewed articles during the Library instruction session. This paper will be worth 18 points toward your course grade.

Paper Submission Rules: The First Paper should be submitted electronically to the Instructor by the due date. The General and Research Papers should be submitted electronically on the due date to the Instructor and one other student (“peer review buddy”) in the class, from whom you will obtain an e-mail address. On all electronic submissions, please include your last name in the electronic title, along with the title of the submission (General.Paper.Draft; General.Paper, etc.). For example: “Garcia.Research.Paper.docx”. There should be no course number, no date, no extra labels. (WRONG = “UGS302.Gen.Paper.Garcia.6.2.13.pdf”.) Note also that all files must be in .doc or .docx format, NOT .pdf (which cannot be easily edited). Drafts will generally be edited and returned (by both the Instructor and Peer Review Buddy) within one week of the paper due date. The Instructor should be copied on the edited paper sent to the student by the peer review buddy.

Presentations: Each student will give three presentations in this class:

1. The first, to be given according to the schedule above, will be a 2-3 minute presentation on the topic “What Am I Most Passionate About in My Life?” This presentation will be worth 2 points toward your course grade.
2. The second, to be given according to the schedule above, will be a 5-7 minute presentation on your General Paper. This presentation will be worth 3 points toward your course grade.

3. The third, to be given according to the schedule above, will be a 5-7 minute presentation on your Research Paper. This presentation will be worth 10 points toward your course grade. (Note: the evaluation sheets for these presentations total 8, 12, and 20 points, respectively. The scores you receive will be adjusted to provide the final 15 points allocated to presentations in the final course grade, see Grading scale below.)

General rules for presentations:

1. All presentations will be stand-up presentations in front of the class, and will be evaluated via written evaluations by the class and instructor. The Instructor will teach the class about proper written evaluations.
2. It is the student's choice whether to use notes or not. In general, a student who does not use notes will receive more points than someone who does use notes.
3. A presenter is more confident when dressed for the occasion. In general, a student who dresses up one level from daily class attire will receive more points than someone who looks "usual".
4. The first presentation cannot be given with the use of audio-visuals. Audiovisuals (such as PowerPoint slides) are highly recommended for the other two presentations. Students who use PowerPoint slides generally do not need notes, since the slides are prompts for the oral presentation points.

Achievement of the course objectives will be determined as follows:

	<u>Points</u>	<u>Course Grading:</u>
Quality of written papers	30	A = 100-94
Quality of presentations	15	A- = 90-93
Team points (see Page 8)	8	B+ = 89-87
Attendance at one University Lecture	3	B = 86-84
Instructor visits (2 minimum)	4	B- = 80-83
Examination One (one hour)	20	C+ = 79-77
Examination Two (one hour)	<u>20</u>	C = 76-74
Total	100	C- = 73-70
		D+ = 69-67
		D = 66-64
		D- = 63-60
		F = 59 or below

Course Evaluation: Each student should fill out and turn in the final course evaluation.

TEAM STUDY

UGS302

The Science of Drug Use and Addiction

The required text will be discussed on dates indicated in the Course Schedule at the beginning of this syllabus. Two chapters will be discussed on each date. Students are expected to have read the chapters thoroughly before those discussions.

To facilitate studying the book before the two exams on October 10 and November 16, we will divide into three teams of 6 students each (randomly) that will meet in class on the chapter discussion dates. For each discussion date, one student will be assigned from each of the three teams to be “team leader”.

Each book-chapter discussion class will follow this format:

1. A lecture by the Instructor, covering the important points of each chapter (45 min).
2. Break into three teams for this exercise (20 min):
 - a. discuss and answer two challenging questions per team (important concepts related to the two chapters)
 - b. develop a group consensus on answers to the two questions, which will be written by the team leader with input by all team members
3. Report of team deliberations (10 minutes) –team leaders will read the group consensus answers (3 min, each group)
4. (If time) Instructor will comment on any of the consensus answers that need emphasis or further explanation

Each team leader will type up the two consensus answers and send them to the Instructor within 6 hours after class for checking, editing, and distribution to the class. This will provide a total of 6 answers to challenging questions posed by the instructor, over the two chapters discussed that session. The Instructor will consider these for inclusion in the two scheduled exams.

Teams are encouraged to study together on a weekly basis to become thoroughly familiar with the book material, in preparation for the exams, which constitute 40% of the final grade.

New teams will be formed after Exam 1 so that students will have an opportunity to work with different students during the second half of the course.

Team member contribution and feedback points (using evaluation forms) will constitute 8% of the final grade.