

Hormones and Behavior

PSYC/BIOL 353 - 01

Fall 2020, College of Charleston

Class Meetings: Online synchronous (10:00-10:50) and asynchronous

Instructor:

Michael G. Ruscio, Ph.D.

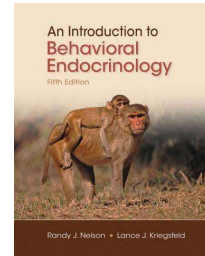
Phone: 843-953-7106

Office hours: MW 3:00-4:00 and by appointment, via zoom.

Office: 65 Coming St., #212.

e-mail: rusciom@cofc.edu

Required Textbook: Nelson, R.J. & Kriegsfeld, L.J. (2016). *Introduction to Behavioral Endocrinology*. 5th Edition. Massachusetts, Sinauer. (~166.00\$) Also available as an e-book or e-book rental through redshelf.com (~60.00\$).



Technical Requirements: Computer, tablet or other device with reliable internet access, camera and mic.

Additional Assigned Readings from:

- Peer Reviewed Journals: *Hormones and Behavior*, *Behavioral Neuroscience*, *Science*, *Nature*, *Behavioural Brain Research* and others.

Course Overview: Hormonal effects on an animal's behavior can range from subtle to dramatic. Hormones regulate and are regulated by reproductive behaviors, parental behaviors and aggressive behaviors. Hormonal action can modulate the degree of sociality expressed by animals. This course will examine how hormones interact with the nervous system to produce these complex behaviors seen among all vertebrate species. Conversely, we will consider how a variety of environmental factors can affect hormonal action. We will examine the neuroendocrinology of unique species specific behaviors, taking a comparative approach drawing examples throughout the animal kingdom including fish, birds, reptiles and mammals (including humans).

Course Objectives:

To gain a working knowledge of the basic components of the endocrine system and neuroendocrine function.

- To understand experimental procedures and measurements used by behavioral neuroendocrinologists.
- To understand the neuroendocrinology of sexual behavior and parental behavior.
- To understand the value of the comparative method and using animal models of behavior.
- To understand the evolutionary conservation of neuroendocrine function.

Course Format:

This course will be taught as an online synchronous course. Several of our class meetings will be online and synchronous. These synchronous meetings will include discussion, Q&A sessions and online exams scheduled during the course period. Some material will be available as a voice thread file for you to view on your own (asynchronous). Regular quizzes will also be available asynchronously.

Given the current and evolving Covid-19 situation, this semester may require more flexibility than a typical semester. As we move through this course I ask your patience in dealing with less predictable circumstances than you may be used to in a class. I also ask for your perseverance in sticking with the course and the material. I will make every effort to keep you apprised of changes to scheduling or delivery of material.

How to Be Successful in this Course:

- **Be engaged.** With any online course, keeping up to date with material and assignments can be more challenging than a traditional format. Attend scheduled synchronous class meetings, check OAKS regularly, and check your e-mail regularly. **I have a detailed schedule below, which is subject to change given the covid situation or other circumstances.** I encourage you to look at it carefully and understand that some assignments and requirements will be synchronous during our scheduled class time and some will be asynchronous. You will be expected to engage with the material outside of our class time and be prepared for live discussions. I will post a weekly schedule on OAKS which will replicate what you see in the schedule below or address any changes that arise. All of this is critical to ensure that you are current with the class material, prepared with questions and can perform well on assignments, exams and quizzes.
- **Be prepared.** Understand that this semester may present unique circumstances, but ultimately we want to gain some experience and familiarity with the field of behavioral neuroendocrinology.
 - To that end, make sure you have a reliable computer and internet access. *Computer failure and/or unavailability does not constitute an excuse for failure to complete an assignment on time.* If you experience recurring technical problems that prohibit you from completing multiple assignments, you may be asked to withdraw from the course.
 - You are responsible for checking OAKS and your e-mail regularly for updates or changes to the course. *Not being aware of a posted change from the syllabus is not an excuse for missing an assignment, exam or quiz.*
- **Be curious.** It's my hope that you will find the topics in this course interesting. **Ask questions;** whether it be during class meetings in person, or online discussion. Throughout the semester, I have set aside certain class periods for live Q&A. I will not prepare discussion material on those days, but will leave that time for you to bring questions that I can answer for you. And I will likely throw a few questions your way to see if you can apply the skills we have learned.

Getting in Contact with Me.

You can always get in touch with me via e-mail (ruscio@cofc.edu) or office phone (843-953-7106). I will hold virtual office hours MW 3:00-4:00 on an open Zoom chat. Ideally, if you plan on attending office hours (or need to schedule an alternate time), it's best to e-mail me and we can set a specific time window to meet virtually. I encourage you to get in touch when you have questions about the course material or particular concepts. Office hours work best when you come prepared with specific questions.

For more straightforward questions, such as those regarding due dates, location of material on OAKS etc. I encourage you to do two things first before contacting me:

1. Consult the class schedule and syllabus.
2. Check OAKS for announcements, updates and instructions.

During the course of the semester I frequently receive e-mails asking very general questions about the course that could easily be answered by reading the syllabus, checking announcements on OAKS or asking a classmate. If the answer to your question is not apparent, then get in touch. This approach is not intended to discourage you from getting in contact with me. It's intended to increase efficiency for information you can immediately have access to, rather than waiting for me to reply.

If you send me an e-mail, I will do my best to get back to you within 24 hours during the week. I check my e-mail less frequently on weekends so you might expect a slower response then. Please keep this in mind when preparing for quizzes, exams or writing papers. If you send an e-mail the evening before the due date, I may not have time to respond prior to the deadline or actual exam.

Grading: Grades will be assigned based upon the number of points that you have earned at the completion of the course. The number of points are indicated below.

Topics and Source of Points	Number of Points
Neuroendocrine Function	
Quiz 1	10
Quiz 2	10
Paper 1 + Discussion 30, 10	40
Exam 1	45
Sex Determination and Sex Differences	
Quiz 3	10
Quiz 4	10
Paper 2 + Discussion 50,10	60
Exam 2	45
Social and Reproductive Behaviors	
Quiz 5	10
Quiz 6	10
Paper 3 + Discussion 50,10	60
Exam 3	45
Social and Parental Behaviors	
Quiz 7	10
Quiz 8	10
Final Exam/ 4 th Exam	45
Total	400
(best 6 quizzes count towards total; you can miss two quizzes with no penalty)	

Grade Assignment: The combined total of all the above is 400 points. Your final grade in the course will be based on a straight percentage of points:

Approx. % of Total Points	Grade	GPA
93-100	A	4.00
90-92	A-	3.70
87-89	B+	3.30
83-86	B	3.00
80-82	B-	2.70
77-79	C+	2.30
73-76	C	2.00
70-72	C-	1.70
67-69	D+	1.30
63-66	D	1.00
60-62	D-	0.70
59% and lower	F	0.00
Failure Due to Academic Dishonesty	XF	0.00
Withdrawal Due to Excessive Absences	WA	

Life and Our Tentative Schedule:

*“Life is what happens to you while you’re busy making other plans.”
John Lennon*

The above quote is perhaps an apt guiding principle for us as we go through this semester. Covid in the midst of hurricane season in the south will undoubtedly create unique circumstances for all of us. Given these challenging circumstances, we will still move forward and have an interesting and engaging semester. Below is a schedule based upon where things are now. **It is subject to change.** What is unlikely to change are the assignments, exams and quizzes. They will come to pass, but the exact timing, presentation format (online synchronous, online asynchronous) may be altered. The dates may also change based upon the pace of material we cover, and the specific needs of the class. I will make every effort to maintain the exam schedule. If unforeseen circumstances arise and it is necessary to change an exam date, it will be announced in class and posted on OAKS.

Date	Topic	Presentation Format	Readings, Assignments, Quizzes and Exams
Week 1 8/26-8/28	Introduction & History of Neuroendo	VTs (Voice Threads) Syllabus & Intro	
	Neuroendocrine Methods	VTs- Intro Friday Live Q&A - Zoom	Ch1
Week 2 8/31-9/4	Neuroendocrine Methods	VT - Methods	Ch 2 8/31 last day for add drop*
	Endocrine System: Components	VT - Components	Ch 2
	Endocrine System: Function	VT - Components Friday Live Q&A -Zoom	Ch 2: <i>Paper Topic Assigned.</i> Quiz#1 – Due 9/4
Week 3 9/7-9/11	Endocrine System: Function	VT- Function	Ch 2
	Endocrine System: Function	VT - Function	<i>Discussion Posts Due 9/9</i>
	Primary Research in Behavioral Neuroendocrinology	Live Paper Discussion - Zoom	Quiz#2 – Due 9/11 Paper Due - 9/11
Week 4 9/14-9/18	Exam 1		Chs 1-2 9/14
	Sex Determination	VT Mating Systems	Ch 3
	Sex Determination	VT Mating Systems Friday Live Q&A	Ch 3 Quiz #3 – 9/18
Week 5 9/21-9/25	Sex Determination	VT Sex Differentiation	Ch 3
	Sex Differences	VT Sex Differentiation	Ch 4
	Sex Differences	VT Sex Differentiation Friday Live Q&A	Ch 4 Quiz #4 – 9/25

Week 6 9/28-10/2	Sex Differences	VT Alternative Tactics	Ch 4
	Sex Differences	VT Alternative Tactics	Ch 4 Paper Topic Assigned
	Sex Differences Epigenetics – Gender Differences	VT Presentation & Friday Live Q&A	Ch 4
Week 7 10/5-10/9	Sex Differences	VT Sex Differences- Cognition	<i>Discussion Posts Due 10/5</i>
	Primary Research in Behavioral Neuroendocrinology	Live Paper Discussion	Paper Due 10/7
	Exam 2		Chs 3-4 10/9
Week 8 10/12-10/16	Male Reproductive Behavior	VT Presentation	Ch 5
	Male Reproductive Behavior	VT Presentation	Ch 5
	Male Reproductive Behavior	VT Presentation & Friday Live Q&A	Ch 5 Quiz #5 10/16
Week 9 10/19-10/23	Female Reproductive Behavior	VT Presentation	Ch 6
	Female Reproductive Behavior	VT Presentation	Ch 6
	Female Reproductive Behavior	VT Presentation & Friday Live Q&A	Ch 6 Quiz #6 10/23
Week 10 10/26-10/30	Applied Neuroendo: Estrogen - HRT	VT Presentation	Paper Topic Assigned
	Applied Neuroendo: Estrogen – HRT; OT/AVP	VT Presentation	* 10/28 last day to withdraw with W
	Applied Neuroendo: OT/AVP and Social Behavior	VT Presentation & Friday Live Q&A	Discussion Posts Due 10/30
Week 11 11/2-11/6	Primary Research in Behavioral Neuroendocrinology	Live Paper Discussion	Paper Due 11/2
	Exam 3		Chs 5-6 (Select Parts Ch 8) 11/4
	Parental Behavior	VT Presentation	Ch 7

Week 12 11/9-11/13	Parental Behavior	VT Presentation	Ch 7
	Parental Behavior	VT Presentation	Ch 7
	Parental Behavior	VT Presentation & Friday Live Q&A	Ch 7 Quiz #7 Due 11/13
Week 13 11/16-11/20	Parental Behavior	VT Presentation	Ch 7 (Challenge Hypothesis Ch8)
	Stress and Aggression	VT Presentation	Ch 8
	Stress and Aggression	VT Presentation & Friday Live Q&A	Ch 8 Quiz #8 Due 11/20
Week 14 11/23	Stress and Aggression	VT Presentation	Ch 8
	Thanksgiving Break 11/25& 11/27		-----
Week 15 11/30 -12/4	Leftovers and Exam Review	Live Q&A	
Exam Period	Exam 4/ Final Exam	Wednesday Dec 9th: 8:00am - 10:00am	Chs 7-8

OAKS:

It will be critical for you to check the OAKS course page regularly. OAKS will contain the course schedule and much of the course material. All written assignments, discussions, quizzes, power points, voice threads and exams will be through OAKS. Zoom (online) class meetings will also be through OAKS (although you can link directly to those meetings as well). Updates and changes to the course schedule will be posted to OAKS as will a weekly schedule. You are responsible for keeping up to date with the course progress through OAKS course page. **Failure to notice a particular due date or changes to the schedule that are clear posted on OAKS or on the syllabus is not an excuse for missing that particular requirement.**

Primary Readings and Discussion Papers in Behavioral Neuroendocrinology:

You will be required to write three discussion papers in response to assigned reading from a primary resource (peer reviewed scientific journal or book chapter). In your paper you will discuss the premises of the research, the methodologies used, the implication of the findings for the field of behavioral neuroendocrinology and the broader field of the behavioral sciences. These papers will be 3-5 pages in length. On the day the paper is due (upload to OAKS), we will have a live class discussion via Zoom regarding the journal article or book chapter that was assigned.

The goal of the discussion papers in this class is to develop critical analysis skills and scientific writing. These assignments are modeled to reflect a style similar to that of published scientific commentary in peer reviewed journals (i.e. journal club style papers). Your written commentary can include an informed critique of some scientific aspect of the paper, an alternative interpretation of the results, an idea for an additional or different experiment, a discussion of a question raised by the research, or (if you feel you didn't understand the paper) a coherent statement of what you didn't understand. Your commentary should (a) show that you read the paper carefully, (b) demonstrate informed, analytical, clear and (whenever possible) creative thought and writing, and (c) be your best writing (proper grammar and spelling; no typographical or word processing errors, etc.). All scientific statements of fact and all information that is not your own should receive proper citations and references following the format in the Nelson text.

Each paper should have 3 main components

- Component 1: Provide a 300-350 word (approximately) summary of the article. This should not be a re-phrasing of the abstract. Use your own words and focus on the aspects of the article you found most interesting. You will write a concise summary of the paper and its main findings. A close reading of an experimental paper means asking yourself the following questions as you read to gain an understanding of the research. These questions should serve as guideposts to making an informed commentary; you are not expected to answer them directly in your commentary: What was the question being asked? What was the hypothesis? Why were the experiments done? What were the predicted results? What was measured and how? What was the main finding? What was the answer to the question posed in the introduction? Was the hypothesis confirmed or refuted?
- Component 2: Identify 1-3 aspects of the paper that you do not understand or interesting aspects you would want to explore further (component 3). Discuss why these confusing or interesting aspects interfered with your understanding of the reading. If there are more than two, put them in priority order, and concentrate your discussion on the two most important problem areas. This needs to be a discussion that explores the difficulty and not just a statement that these aspects were hard to understand or interesting.
- Component 3: Explain in at least 2-3 paragraphs a new hypothesis to be tested and how you might test it and/or the implications for these findings for the broader field of behavioral neuroendocrinology. This does not need to be an elaborate experimental design. Rather demonstrate an understanding of what the study leaves unanswered. Where do researchers go next? No single experiment can answer everything conclusively. Science is progressive. So what is the value of this experiment, what does it contribute to our larger understanding of neuroendocrinology and where do we go from here?

On the discussion days listed in the syllabus, please come prepared to contribute to an interesting, informed, and friendly discussion about the target article. This means you need to read it carefully and thoughtfully in advance and have your completed paper with you. A printed copy of your paper is due prior to engaging in the live discussion. **If you do not have your paper uploaded by that time you will lose 5 points per day for each day late (weekends count).** These 5 points will be deducted from the grade you earn on your paper. **Additionally if you do not have your paper uploaded by the time discussion is scheduled, I reserve the right to assign a different reading as it provides an unfair advantage to write a paper having heard everyone else's commentaries and insights..**

Quizzes and Quiz Policies:

Quizzes will be comprised of 10-15 very brief questions, multiple choice or identifications. They will cover material presented previously in class or reading/online materials to be read prior to taking the quiz. Quizzes are intended to cover course material for the previous week/ class meetings. They will be available on OAKS 3-4 days prior to their required completion deadline. There are 8 scheduled quizzes worth 10 points each. You can miss/skip two quizzes without penalty; only 6 of the 8 quizzes count towards your grade. If you take all 8 quizzes your lowest two quizzes will be dropped. Make-up quizzes will only be in given in the case when two quizzes have been missed due to excused and documented absences.

Exams: Exams will be comprised of short answer questions. Exams will cover material in the text as well as material discussed in class and on voice thread presentations. Exams will occur synchronously on OAKS, so be sure to log-on during the assigned class meeting time. Generally, exam questions will require you to understand specific facts and apply neuroendocrine concepts.

Exam Policies:

- Exams will occur online during regularly scheduled class periods. There will likely be some latitude within that time window, but you must take the exam during the scheduled time.
- If you are a student with special needs (i.e. a documented learning disability) and you require special arrangements for the exam, please see me as soon as possible so that I have additional time to accommodate your needs. You are required to **provide documentation (PNL) of your special need at the beginning of the semester. You must schedule your exam with me at least one week in advance.**

Missed Exam Policies & Excused Absences:

There will be no make-up exams except under extreme circumstances, due to serious illness or family emergency (death or serious illness of an immediate family member or family member under your care). If you are unable to attend an exam for an excusable reason, call or e-mail me prior to class. If you are unable to contact me before class, contact me as soon as possible after class. **I will then determine if the absence will be excused. If I do not hear from you via e-mail, by phone or in person in a timely manner following a missed exam, it will count as a zero.** It is your responsibility to contact me. In addition, the policies described should not be interpreted as a reason for skipping an exam for which you are not prepared.

If you miss one exam, due to a legitimate illness or emergency, I will calculate your final mark on the basis of your remaining scores on the term exams, the final exam, quizzes papers and your attendance. **If you miss two term exams** due a legitimate illness or emergency, one make-up exam may be taken. I strongly encourage you to take the exams on the regularly scheduled dates as **performance on the make-up exam is generally below par. You may not miss three exams. You will receive a ZERO for a third missed exam.** Historically, if legitimate circumstances preclude you from taking three exams this correlates with general poor performance in the class and withdrawal may be the more prudent option.

Early Exam Policy: Requests to take exams early due to other commitments (i.e. not due to an athletic event or due to a specific special need) will be considered on a case-by-case basis -- however, these requests are only granted in exceptional cases.

Grievances: If you feel that an exam was graded improperly or unfairly you may request a re-evaluation of that particular grade. Requests should be made in writing to the professor within one week of receiving the grade and must contain an explanation of why the grade is unfair. I reserve the right to re-grade any portion of any exam submitted for a re-grade.

Attendance Policy:

- **Attendance matters.** There are not a formal number of points assigned to attendance, however **attendance and regular participation count.** They count in the sense that material day to day and across the semester builds and sporadic engagement is simply a recipe for poor performance. The purpose of synchronous class meetings is not only to inform, but to facilitate discussion and encourage questions to enhance your knowledge of the field of behavioral neuroendocrinology. Absent this portion of the course, it will be difficult to perform well. To this end, attendance is indirectly assessed by: 1. Taking quizzes by the deadline (see 'quizzes' for points). 2. Participation in scheduled discussions associated with papers (see 'discussion papers' for points). 3. Participation in regular Q&A sessions. 4. Logging onto OAKS regularly throughout the week on your own (VTs and associated material is estimated to cover regular course meetings plus additional course prep work. If you only log on once a week, you're either missing things or cramming...neither of which is good).
- **Cramming for this class won't work.** Many of the concepts we deal with are novel and detailed. It will be crucial to follow the syllabus and schedule as laid out.
- **You are responsible for checking OAKS and your e-mail regularly** to note any updates or changes to the course schedule. "I didn't see the announcement on OAKS" is not a valid excuse for missing an assignment.
- **Covid-19** is a reality this semester. Covid-19 is protean in its effects on individuals. Should you have to deal with personal illness please contact campus health services immediately. Also please see the College policy regarding testing a quarantine at <https://cofc.edu/back-on-the-bricks/health-and-wellness/testing-and-self-screening/index.php>
- **Hurricane evacuation** is becoming a recurring and regular reality of our fall semesters in Charleston. If we are required to evacuate, do your best to maintain contact with the course updates. I will take a reasonable and pragmatic approach to course progress and I ask you to do the same. One advantage of an online course is that should the College's physical campus shut down, progress through the course may change, but it need not come to a halt. Particularly, with this coming semester and other schedule disruptions we may deal with, perseverance will be important.
- **Although this semester may present unique challenges, in order to succeed in this course the necessary requirements must be fulfilled and completed on time. If you miss a significant portion of the course for any reason, the more prudent course of action may be a withdrawal from the course.**

Classroom Etiquette/Netiquette:

As we engage online discussion I ask you observe the following principles outlined below, which largely follow the College of Charleston's student code of conduct can be found at:

<http://deanofstudents.cofc.edu/policies-and-procedures/classroom-disruption.php>

- **When attending synchronous class meeting be on-time and stay for the entire period.** This semester will undoubtedly present scheduling challenges for us all. But arriving late to class or leaving early, on zoom or other platform, detracts from everyone's experience and is simply discourteous. If you have a legitimate reason for needing to leave early or arriving late (i.e. doctor's appointment, College related function) please see make me aware of the situation prior to the scheduled class meeting via e-mail or other mechanism.
- **When you are attending synchronous class stay engaged.** This means no ancillary web surfing, texting or using your cell phone. If you are not engaged in class or otherwise distracted, it is not productive and also distracting to other students. If I notice a persistent pattern of this behavior I will ask you leave class or the zoom meeting.
- **When you are on zoom or other online platform, be professional.** Zoom has provided a bit a personal and casual atmosphere to our academic interactions. Which, in part, is good. However,

think of a zoom conference as a classroom and **minimize external distractions** for yourself and others. Some external distraction is unavoidable as we navigate covid circumstances and working remotely. For example, I promise at some point you will hear my extra-large dog barking in the background during a zoom or recorded voice thread from my home...She can't be quiet all the time. But conversely, you won't see me playing fetch with her in the middle of a zoom conference because I become bored or distracted.

- **Recording of Classes (via ZOOM):** Class sessions may be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class

- **When engaging in online discussion or classroom discussion :**
 - **Be kind, ethical and forgiving.** We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know. Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite. (I'm assuming here that you would not feel comfortable saying rude or harassing things to a person's face.)
 - **Respect disagreement.** I expect everyone in the class to respect others' rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking.
 - **Be aware** of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident or might folks misinterpret your message?
 - **Cite your sources.** Its unlikely that many of you come into this course as experts in behavioral endocrinology...which is to be expected, that's sort of the point of taking any class. When you post to discussion, your posts will be inquiries, or preliminary opinions. However, when you make a claim or assert a scientific fact make sure you have a citation or reference. This doesn't mean that you must have a citation for everything you post, but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. This approach is a cornerstone of scientific discussion. **If it is not a fact supported by data its speculation, hypothesis or deduction.** All of which are fine to add to a discussion, but be sure not to devolve into an inflexible uninformed opinion. The purpose of this course is to gain more knowledge to make you more informed. Lastly, whenever you are using the intellectual property of others, you must always cite your sources.

Technical Difficulties

If you have questions or problems related to the course, please follow the communication procedures noted above. If you have technical problems, please contact Student Computing Support or Helpdesk using these methods:

- ☆ Student Computing Support
 - 843-953-5457
 - studentcomputingsupport@cofc.edu
 - blogs.cofc.edu/scs
- ☆ Helpdesk
 - 843-953-3375
 - helpdesk@cofc.edu
 - it.cofc.edu/help/helpdesk

It's important to resolve technical problems swiftly, so do not delay getting support. Computer failure and/or unavailability does not constitute an excuse for failure to complete an assignment on time. If you experience recurrent technical problems that prohibit you from completing multiple assignments, you may be asked to withdraw from the course.

Accommodation for Learning and Physical Disabilities: Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged. If you have been diagnosed with a recognized learning disorder (e.g. attention deficit disorder) or a physical disability (e.g. hearing loss or visual impairment) that impairs your academic performance, I will do my best to accommodate your specific needs. I must be provided with your SNAP-issued professor notification letter (PNL) to make any accommodation. Please provide this at the beginning of the semester. It must be presented at least one week before an exam for any appropriate accommodations to be made.

Student Athletes: If you are a member of a College of Charleston athletic team which has any scheduled events during any class period you are responsible for providing me with an official team schedule during the first week of class (or as soon as the schedule is available).

Excessive Absences: Under specific circumstances, students who fail to attend class regularly during the course of the semester (i.e. stop coming to class and do not drop the course) will be withdrawn from the course and a transcript notation of WA (withdrawn due to excessive absences) will be recorded. Other grades such as W or I may be given in specific circumstances --please consult the undergraduate course catalog for additional specific information on these marks.

Academic Dishonesty: "Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. Students can find the complete Honor Code and all related processes in the Student Handbook at: <http://deanofstudents.cofc.edu/honor-system/studenthandbook/index.php>

Late Withdrawal: If you chose to withdraw from this course after the official withdrawal date (mid-late October) resulting in a "W" on your transcript, you must obtain the appropriate form from the Undergraduate Dean's Office (2nd floor, Randolph Hall). You must obtain my signature, the signature of the Department Chair and the signature of the Dean of the Humanities and Social Sciences. It is your responsibility to get these signatures and process this paperwork in a timely manner. Be prepared to write a letter to the Dean indicating why you want to petition for a late withdrawal from the course. There is no guarantee that the Dean will honor your request and I have no role in processing the paperwork or in the decision process, but your prompt attention to this process is essential.

Physical and Mental Health Resources: At the College, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/ homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640) or the Cougar Counseling Team (certified volunteers through texting "4support" to 839863

or visit <http://counseling.cofc.edu/cct/index.php>). You can also visit both on campus on the 3rd floor of Robert Scott Small. These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food and Housing Resources: Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

8/16/2020