ADS 116: Study of Alcohol Use and Abuse
Fall 2018
Addiction Counseling and Prevention
Instructor: John Korkow, Ph.D., LAC, SAP
Office hours: Office Wing, Julian Hall 353 Signup sheet on my office door, see hours and how to sign up at end of syllabus.
Telephone: 605-658-5947
E-mail: John.korkow@usd.edu emails may be sent via D2L, response time will be slower than my USD email.

Course Location: Online
USD online student handbook can be found at http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en
Credit: Three semester hours
Course Description
This course is a survey of the use, abuse and addictive nature of ethyl alcohol and the symptomatology and treatment of alcohol use disorder. Students will be provided with a basic knowledge of the nature, scope, and complexity of alcohol use disorder and the wide range of current approaches to its treatment and prevention. This course is required for ADS majors/minors and one of the courses required for SD Addiction Counselor Certification or Certified Prevention Specialist.

Instructional Methods and Activities
The foundation of specialized knowledge in treating alcohol use disorder will be presented through textbook readings, supplementary information, and resources from the instructor. Well-developed and effective interpersonal skills are at the heart of what makes a counselor successful; given that they need the ability to collaborate with other professionals, function as a team with coworkers, receive and provide supervision, facilitate group therapy, and role model effective interpersonal functioning to their clients; these interpersonal skills will be refined through cooperative learning experiences. Collaborative learning promotes authentic shared learning as students learn with and from each other. The interactive group discussions are an essential part of this course because we will not be meeting face-to-face in a traditional classroom.

Textbook
Kinney, 2017, Loosening The Grip w/
Access https://docs.google.com/document/d/1oyUGufqZsjq3_uvQqAt4V8ghwtFdtVWli3mjK7BNDsE/edit?usp=sharing
You can also purchase the book the first time you log into the Connect software. The book also has a free access period (2 weeks) you can try before purchasing.

Here is a video that will explain the Connect Access that comes with your textbook: [https://www.youtube.com/watch?v=4ixPCZoQ6jU&feature=youtu.be](https://www.youtube.com/watch?v=4ixPCZoQ6jU&feature=youtu.be)

Additional Cost: Jacob Video $1.99 on Amazon or free with cable subscription at the following A&E link [http://www.aetv.com/shows/intervention/season-3/episode-3](http://www.aetv.com/shows/intervention/season-3/episode-3)

## Course Objectives/Outcomes, Standards and Assessment

<table>
<thead>
<tr>
<th>Objective/Outcome</th>
<th>Standard</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>By the end of this course, students will.....</td>
<td>NAADAC ethics Principle 4, 9 ICRC Ethics 1 NIDA principles for effective treatment 3, 5, 6, 10 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Examinations</td>
</tr>
<tr>
<td>Describe and explain the historical perspectives of alcohol use and abuse.</td>
<td></td>
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<tr>
<td>Contrast, compare and incorporate contemporary and theoretical approaches towards understanding alcohol problems and alcohol dependence.</td>
<td>NAADAC ethics Principle 4 ICRC Ethics 1 NIDA principles for effective treatment 1,3,6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Examinations</td>
</tr>
<tr>
<td>Describe fundamental functions of the human body and how alcohol effects the body systems and possible resulting medical complications</td>
<td>NAADAC ethics Principle 4, 9 ICRC Ethics 1 NIDA principles for effective treatment 1,3,6 USD Health Sciences Mission Statement</td>
<td>Discussion board postings Examinations</td>
</tr>
<tr>
<td>Contrast, compare and discuss the issues of alcohol problems for the individual, family and society.</td>
<td>NAADAC ethics Principle ICRC Ethics NIDA principles for effective treatment USD Health Sciences Mission Statement</td>
<td>Discussion board postings Examinations</td>
</tr>
</tbody>
</table>
Describe fully evaluation techniques and approaches as they relate to treatment.

<table>
<thead>
<tr>
<th>NAADAC ethics Principle</th>
<th>ICRC Ethics</th>
<th>NIDA principles for effective treatment</th>
<th>USD Health Sciences Mission Statement</th>
<th>Discussion board postings</th>
<th>Examinations</th>
</tr>
</thead>
</table>

**Evaluation and Grade**

**Methods**

Students will be assessed based on the following criteria: Discussion Postings, LearnSmart activities, Quizzes.

1. **Discussion Groups** *(110 points)*: see rubric for postings in syllabus
   11 discussion opportunities worth 10 points each will be available during the course of the semester. The larger class will be divided into smaller collaborative learning groups. Participation in the interactive discussion group is mandatory. **If a student does not post in the discussion groups for 3 out of the 12 throughout the semester, their grade will be lowered by one letter grade.**

   Students are required to post during the discussion times at least **twice**. The first will be your answer to the discussion question for yourself and the other time is in response to another student’s post. **Minimum number of words for the first discussion posting, to possibly receive the full 10 points is 150 words.** In D2L some discussion postings will state a citation is required for the posting to be eligible for full credit, the citation cannot be your textbook. The response posts must be within your own group. The more interaction with others the better understanding of the material.

   Discussion posting will be available on Monday with your first post due by Thursday 11:59 pm and you can interact with your group through Sunday 11:59pm. Feedback from instructor for the discussion groups will be given by the following Wednesday after each weeks discussion. If a chapter is scheduled to be covered over two weeks, your first discussion posting is not due until the Thursday of the second week. This would make your response post due on the Sunday of the second week.

2. **Chapter Learnsmart activities** *(100 points)*

   Each chapter has a Learnsmart activity within the Connect Software that you can must complete before you take the quiz for the chapter.

3. Quizzes (200 points)

10 book quizzes worth 20 points each will be given during the semester. They will consist of multiple choices and/or true and false questions per quiz. Quizzes will cover the textbook reading. Failure to thoroughly read the assigned materials will result in an inability to pass the exam. Feedback will be immediately after each exam is completed.

They will be available at your convenience from Friday 12:00 am to Sunday at 11:59pm. You will have 25 minutes to complete each quiz.

If you do not participate in 3 or more of the quizzes your grade will be lowered one letter grade.

http://connect.mheducation.com/connect/login/index.htm?&BRANDING_VARIANT_KEY=en_us_default_default&node=connect_app_18_11

4. Reflection Paper (50 Points) see rubric in syllabus

Write a three page reflection paper covering the following areas:
1. What have you learned during this course that has impacted you the most. Please discuss what it was, how it impacted you and what you will do with this information moving forward.
2. How will you use the information from this class in your future: personal and professional.
3. How have your beliefs about a person with Alcohol Use Disorder changed during the class? If they haven’t changed please explain your beliefs.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>414-460</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>368-413</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>322-367</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>276-321</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>275-below</td>
<td>59% -below</td>
<td>F</td>
</tr>
</tbody>
</table>

(A minimum grade of C is required of ADS minors and majors to use course as a prerequisite and for state certification)

Here is how a typical week works:

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
</tr>
</thead>
</table>
| Monday  | Start of the week, new materials available in D2L & Connect  
          Open for independent work, discussions and Learn Smart open in D2L |
| Tuesday | Open for independent work, discussions and Learn Smart open in D2L |
| Wednesday| Open for independent work, discussions and LearnSmart open in Connect and D2L |
| Thursday| Open for independent work, discussions and Learn Smart open in D2L |
If a discussion posting is due - Initial Discussion posting due by 11:59PM CT-in D2L

<table>
<thead>
<tr>
<th>Day</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Open for independent work, discussion and Learn Smart open in connect. If graded quizzes is scheduled, it will open @ 12:00 AM CT-In D2L</td>
</tr>
<tr>
<td>Saturday</td>
<td>Open for independent work, discussion, quizzes and Learn Smart open in Connect and D2L.</td>
</tr>
<tr>
<td>Sunday</td>
<td>Open for discussion, quizzes and LearnSmart open in D2L. LearnSmart due before Quiz. Quizzes due by 11:59 PM CT Sunday night. If a discussion posting is due-Discussion post completed by Sunday 11:59 PM CT.</td>
</tr>
</tbody>
</table>

*If a chapter is scheduled to be covered over two weeks, your first discussion posting is not due until the Thursday of the second week and your response post due on the Sunday of the second week.*
The following rubric sets out the criteria upon which your posts will be evaluated:
A guide to grading your class/discussion board participation.

<table>
<thead>
<tr>
<th>10 points (A+)</th>
<th>9 points (A)</th>
<th>8 points (B)</th>
<th>7 points (C)</th>
<th>6 point (D)</th>
<th>5 and below points (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively supports, engages and listens to peers (ongoing)</td>
<td>Actively supports, engages and listens to peers (ongoing)</td>
<td>Makes a sincere effort to interact with peers (ongoing)</td>
<td>Limited interaction with peers, Preparation, and therefore level of participation, are both inconsistent</td>
<td>Virtually no interaction with peers, Rarely prepared, Rarely participates</td>
<td>No interaction with peers, Never prepared, Never participates</td>
</tr>
<tr>
<td>Arrives fully prepared at every session</td>
<td>Arrives fully prepared at almost every session</td>
<td>Arrives mostly, if not fully, prepared (ongoing)</td>
<td>When prepared, participates constructively in discussions and makes relevant comments based on the assigned material (ongoing)</td>
<td>Comments are generally vague or drawn from outside of the assigned material</td>
<td>Demonstrates a noticeable lack of interest in the material (ongoing)</td>
</tr>
<tr>
<td>Plays an active role in discussions (ongoing)</td>
<td>Plays an active role in discussions (ongoing)</td>
<td>Participates constructively in discussions (ongoing)</td>
<td>Demonstrates a noticeable lack of interest (on occasion)</td>
<td>Demonstrates a noticeable lack of interest in the material (ongoing)</td>
<td></td>
</tr>
<tr>
<td>Comments advance the level and depth of the dialogue (consistently)</td>
<td>Comments occasionally advance the level and depth of the dialogue</td>
<td>Makes relevant comments based on the assigned material (ongoing)</td>
<td>Group dynamic and level of discussion are not affected by the student’s presence</td>
<td>Group dynamic and level of discussion are harmed by the student’s presence</td>
<td></td>
</tr>
<tr>
<td>Group dynamic and level of discussion are consistently better because of the student’s presence</td>
<td>Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence</td>
<td>Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence</td>
<td>Group dynamic and level of discussion are harmed by the student’s presence</td>
<td></td>
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</tr>
</tbody>
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Developed by Adam Chapnick, University of Toronto
http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=469
Course Schedule
ADS 116 Study of Alcohol Use & Abuse

August 20-August 26 - Intro
- Introduction Discussion Posting
- Get Connect account set up
- Start Chapter 1 reading

August 27-September 2nd - Chapter 1
- Read & Review all content for Chapter 1 on D2L
- Connect LearnSmart Activity
- Connect Quiz
- Discussion Posting
- August 30- Last day to drop with a full refund

September 3rd-September 9 - Chapter 2
- Read & Review all content for Chapter 2 on D2L
- Connect LearnSmart Activity
- Connect Quiz
- Discussion Posting

September 10-September 16 - Chapter 3
- Read & Review all content for Chapter 3 on D2L
- Connect LearnSmart Activity
- Connect Quiz
- Discussion Posting

September 17-September 23rd - Chapter 7
- Read & Review all content for Chapter 7 on D2L
- Connect LearnSmart Activity
- Connect Quiz
- Discussion Posting

September 24th- September 30th - Chapter 4
- Read & Review all content for Chapter 4 on D2L
- Connect LearnSmart Activity
- Connect Quiz
- Discussion Posting

October 1st- October 7 - Chapter 5
- Read & Review all content for Chapter 5 on D2L
- Connect LearnSmart Activity

October 8th- October 14 - Chapter 5 (con’t)
- Finish all of chapter 5 activities
- Connect Quiz
- Discussion Posting

October 15th- October 21 - Chapter 6
- Read & Review all content for Chapter 6 on D2L
- Connect LearnSmart Activity

October 22-October 28 - Chapter 6(con’t)
- Finish all of chapter 6 activities
• Connect Quiz
• Discussion Posting

October 29-November 4 Chapter 9
• Read & Review all content for Chapter 9 on D2L
• Connect LearnSmart Activity
• November 2- last day to drop with a “W”

November 5th- November 11 Chapter 9 (con’t)
• Finish all of chapter 9 activities
• Connect Quiz
• Discussion Posting

November 12-November 18 Chapter 10
• Read & Review all content for Chapter 10 on D2L
• Connect LearnSmart Activity

November 19-November 25 10 (con’t)
• Finish all of Chapter 10 activities
• Connect Quiz
• Discussion Posting

November 26-December 4 Chapter 12
• Read & Review all content for Chapter 12 on D2L
• Connect LearnSmart Activity
• Connect Quiz
• Discussion Posting

December 6-12
• Reflection Paper Due December 10th by 11:59 pm

December 12th, 2018 Semester Ends

Korkow, ADS Guidelines 2018-19
Note: Instructor will respond to email within 24 hours Mon-Friday unless out of town, such absences will be noted either in class or on the discussion board. I will respond within 48-72 hours on weekends, and when I return from typical USD holidays as noted on the BOR website. Work will be graded within 7 calendar days of submission deadline. Deadlines are set within the syllabus, note most are due prior to class starting, read each assignment and each date for those deadlines.

From the USD handbook: “It is imperative that students understand that the University assigned e-mail address and myU Portal announcements shall be the official means of communication. A student’s failure to receive and read University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications.”

DESIRE 2 LEARN RESOURCES: https://d2l.sdbor.edu
For information about USD's technical, academic and student support services, as well as how to take advantages of these services, please refer to the CE Online Student Orientation. 
This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Bibliography online:
https://www.amazon.com/ideas/amzn1.account.AGUO2F7KJUCFRXRRHBPH4YKGDQ

Course Requirements:

The student will be assessed in this class according to:
1) Contribution to class discussion. **Note: Smartphone and Cellphone usage is 100% banned in my courses.** Laptops and tablets are encouraged forms of technology. If you are in a situation where “I need to have my phone turned on, there might be an emergency,” then the place for you that day is not in the classroom, it is at the site of the situation. Therefore, no situation exists in which a smartphone or cellphone would be necessary in my classroom. Violation of the policy will simply mean the student will be asked to leave that day, and the attendance sheet will be marked as “absent.” Numerous student complaints about misuse of the phones in the classroom has led to this policy.
2) Involvement in class activities.
3) Assigned homework completion and substance therein.

4) **Academic Integrity**
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

5) **Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student
opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

6) Paper style will be APA format, 6th Edition, 1 inch margins, 12 point font and double-spaced. https://owl.english.purdue.edu/owl/resource/560/01/ Library resources online are found at: http://www.usd.edu/library/

7) Etiquette/Netiquette
Students will be respectful and courteous to other persons even if the discussion should become intense. Learning occurs when we learn to see each other as sources of information and realize that we are all fallible, including your instructor. Never post anything that can be perceived negatively by another student. Never email or post in anger. Always be respectful of the views of others. See the policies under D2L on the class homepage for this class if applicable.

Course Policies:
(1) Cheating and plagiarism are unacceptable. https://www.sdbor.edu/policy/Documents/2-33.pdf

(2) Attendance, participation and Activities are required. Students are responsible for any material that is missed due to absences from class. Your instructor will contact you via email if he cannot make it to campus, if in doubt, Call USD office. 605-658-5950 Students will have their grade reduced by 3% for each 1.25 hour standard class session missed unexcused after 2 unexcused absences (use the two “free” unexcused absences judiciously, and inform your instructor that you will be out of class in advance). Excuses for absences MUST be submitted within 72 hours of the absence and must always include documentation (i.e. car repair bill, doctor’s note, counseling center note) unless the student him/herself is hospitalized and provides documentation of such. Routine medical appointments are to be scheduled around class times and are not an excused absence. Travel is not an excused absence under any circumstances. Work-related absences are not accepted as an excused absence. [Attendance is not a requirement of courses stamped “INTERNET” in the course catalogue--- these would be face to face courses only] Military, VA, athletic, music events are approved absences under BOR policy.

(3): Adequate progress statement: I. Students who are absent 30% or more of class sessions (3 weeks of online classes) may be withdrawn from the class unless written documentation for the absences is provided to the instructor. Falsified documentation may be grounds for expulsion from the University under BOR and University policy. Forged sign-ins will be grounds for expulsion from class, and again, under BOR and University policy, from the University. II. Course progress is tracked weekly by the instructor. III. Students who are not completing testing and assignments on time are in danger of being withdrawn from the course. IV. See BOR and USD policies on Add/Drop: http://link.usd.edu/3475
(4) Assignments, quizzes, exam dates are to be adhered to. Late assignments will receive a deduction of 20% of the maximum grade per calendar day for each assignment (i.e., assignments turned in 5 days late will receive a zero). Assignments are expected to be turned in on the day due. The instructor will not chase any student down for late work, it will simply be noted as late or as not turned in, the student is responsible to keep track of handing assignments in on time as noted in the syllabus. **Not having the textbook is NEVER an excuse for late work.** The student is expected to order the text from the University Bookstore at the University of South Dakota prior to the course starting. Students who fall behind 3 weeks in assignments are subject to an instructor initiated withdrawal from the course. A computer crash is NEVER an excuse for late work. You are expected to work either directly from a USB flashdrive, or on GoogleDocs. Both methods dramatically reduce the possibility of catastrophic loss, and are inexpensive or free. Utilize one or both.

(5) There will be no redo’s allowed for unacceptable assignments. It is the responsibility of the student to contact the professor prior to the due date if the student is in any way unclear about the requirements of the assignment. Students are strongly encouraged to send assignments in progress to the professor so that the professor can give “early feedback” on the assignment. Assignments cannot be turned in for early feedback less than 72 hours (3 days) prior to the due date of the assignment.

(6) ALL assignments are to be turned in via the drop box OR email in Desire to Learn. No assignments will be accepted as hardcopies or via my usd email address. In short, all assignments will be done and delivered to professor electronically via D2L, other submission methods are not acceptable.

7) **GPA for MA students:**
The ADS Department requires graduate students to maintain a cumulative GPA of 3.0 or higher in their program of study. No more than one third of the credit hours can be with a grade of “C” and no grade below a “C” is acceptable for graduate credit. A student obtaining a cumulative grade point average below 3.0 will be placed on academic probation. Failure to remediate a GPA to a minimum 3.0 may result in dismissal from the program.

8) The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. **Diversity Statement:**  
_The University of South Dakota School of Health Sciences is committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences._

9) **Drug Testing Statement:**
Students may be expected to complete a drug test prior to or during the field experience as a requirement of the host site. Any positive results will require the student to follow the USD Health Affairs Program Substance Use Disorder Policy.
10) All ADS majors are required to take ADS 496 field experience during their final semester at USD. All ADS on-campus majors are required to attend the one day field experience seminar in October of the year preceding their scheduled field experience, no exceptions.

**Grade Breakdown:**
- 90-100% A
- 80-89%  B
- 70-79%  C (minimum grade considered passing, minimum to use course as a pre-req and for state certification)
- 60-69%  D
- 59% and below F

**Insurance Statement:**
Students enrolled in the Health Affairs professional programs are required to carry health insurance coverage that meets or exceeds the minimum standards outlined below. Students must provide proof of credible coverage meeting minimum coverage standards at the beginning of each academic year. Health insurance coverage is a requirement of the new Affordable Care Act, each academic program’s accreditation standards, and through affiliation agreements with clinical rotation sites. Students who are unable to provide or have not provided sufficient proof of credible coverage meeting minimum standards will not be allowed to participate in clinical rotations or experiences.

If required by the student’s specific academic program, other insurances (i.e. Life, disability and malpractice) are purchased as a part of the student tuition and fees.

**Minimum coverage requirements are:**
- Nationwide coverage
- Insurance must contain provisions for mental health or chemical dependency coverage.
- Insurance not have a deductible higher than $5000 or out of pocket maximum of $5000.

**NOTE:** Exceptions may be made to the deductible and out of pocket maximum requirements if the student is a dependent on a parent or spouse’s insurance. The student must provide a written statement from the primary insurance holder that they are accepting financial responsibility for the higher deductible.

**Military Students**
If you are a veteran and wish to chat with the professor about any academic issues related to military service or VA conflicts, please do so.

**Mandatory Internship Seminar:** All on-campus students are required to attend the on-campus internship seminar which occurs on a Friday in October (typically, but not always the third Friday) in the year preceding their internship (i.e., you plan on Spring, Summer or Fall 2019 internship, you must attend the October 2018 seminar). There are no excused absences for this Seminar day. You must be an accepted major in the Addiction Studies program to attend the seminar. The seminar runs from 8:30AM to 4PM typically.
Business casual guidelines for men and women— internship and shadow only!!

Business casual is crisp, neat, and should look appropriate even for a chance meeting with a CEO. It should not look like cocktail or party or picnic attire. Avoid tight or baggy clothing; business casual is classic rather than trendy.

Basics:
Khaki pants, neatly pressed, and a pressed long-sleeved, buttoned solid shirt are safe for both men and women. Polo/golf shirts, unwrinkled, are an appropriate choice if you know the environment will be quite casual, outdoors or in a very hot location. This may not seem like terribly exciting attire, but you are not trying to stand out for your cutting edge look, but for your good judgment in a business environment. Do not wear clothing with slogans or logos, especially those pertaining to the abuse/misuse of alcohol and drugs (i.e. “Budweiser is the Best!” would not be an acceptable logo to have on a shirt you wear to your work site.)

Shoes / belt:
Wear a leather belt and leather shoes. Athletic shoes are inappropriate.

Cost / quality:
You are not expected to be able to afford the same clothing as a corporate CEO. However, do invest in quality that will look appropriate during your first two or three years on the job for a business casual environment or occasions.

Details:
Everything should be clean, well pressed, and not show wear. Even the nicest khakis after 100 washings may not be your best choice for a reception. Carefully inspect new clothes for tags, and all clothes for dangling threads, etc. (as with interview attire).

Use common sense.
If there are six inches of snow on the ground and/or you are rushing to get to an information session between classes and you left home 12 hours earlier, no one will expect you to show up looking ready for a photo shoot — they’ll just be happy you made it. Just avoid wearing your worst gym clothes and jeans. If you show up at an event and realize you’re not as well dressed as you should be, make a quick, pleasant apology and make a good impression with your interpersonal skills and intelligent questions.

Disability Accommodation
Any student who feels they may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](#).
<table>
<thead>
<tr>
<th>Paper Rubric</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughness of Literature Review</td>
<td>The literature review was extensive in nature. It showed a comprehensive knowledge of the literature related to the topic.</td>
<td>The literature review was appropriate. It showed a moderate knowledge of the literature related to the topic.</td>
<td>The literature review was lacking, but showed at least a minimal knowledge of the literature related to the topic.</td>
<td>The literature review was lacking and showed little to no knowledge of the literature related to the topic.</td>
</tr>
<tr>
<td>Thoroughness of Paper</td>
<td>The paper was thorough and well thought out, including several realistic and implementable implications and future directions for the field.</td>
<td>The paper was thorough and thought out, and included at least one realistic and implementable implications and future directions for the field.</td>
<td>The paper was thought out, but not thorough and made unrealistic implications and future directions for the field.</td>
<td>The paper lacked thoroughness, and had no realistic or implementable implications or future directions for the field.</td>
</tr>
<tr>
<td>APA Format</td>
<td>APA formatted without any noticeable errors.</td>
<td>APA formatted with only a few notable errors.</td>
<td>There were several notable errors in APA format.</td>
<td>There were numerous notable errors in APA format. AND/OR APA formatting was not followed.</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>All paragraphs include introductory sentence, explanations or details, and concluding sentence. AND No grammatical, spelling or punctuation errors.</td>
<td>Most paragraphs include introductory sentence, explanations or details, and concluding sentence. AND/OR Almost no grammatical, spelling or punctuation errors.</td>
<td>Paragraphs included related information but were typically not constructed well. AND/OR A few grammatical spelling, or punctuation errors.</td>
<td>Paragraphing structure was not clear and sentences were not typically related within the paragraphs. AND/OR Many grammatical, spelling, or punctuation errors.</td>
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<td>Organization</td>
<td>Information is very organized with well-constructed paragraphs and subheadings.</td>
<td>Information is organized with well-constructed paragraphs.</td>
<td>Information is organized, but paragraphs are not well-constructed.</td>
<td>The information appears to be disorganized.</td>
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<td>All sources (information) are accurately documented and their use shows a rich knowledge of the research included.</td>
<td>All sources (information) are accurately documented, but a few are not in the desired format. AND/OR Sources are used in a manner that shows a relatively in-depth knowledge of the research included.</td>
<td>All sources (information) are accurately documented, but many are not in the desired format. AND/OR Sources are used in a manner that shows a basic knowledge of the research included.</td>
<td>Some sources are not accurately documented. AND/OR Sources are used in a manner that shows little knowledge of the research included. AND/OR Little research was cited in the essay.</td>
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**INSTRUCTIONS:** Sign up for one or two 15 minute blocks NO EMAIL APPTS.

Korkow Schedule

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