Meeting Time and Location: 1:00-3:50 pm room UCL 173

Office hours: Open (afternoons are preferred)

### Course Description: BIOL 792: Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement. Systems and Neuroscience Networks Advanced Communication of Knowledge Seminars (SN2ACKS; Formerly Advanced Seminars in Behavioral Neuroendocrinology) is a series of seminars offered since 1996 (50 semesters) that focus on the cutting edge of knowledge in Behavioral Neuroscience. This series of SN2ACKS seminars is intended to be the most current and rigorous examination of the original research available. The setting however, is intended to teach students in a low-stress environment that is valuable for both relatively naïve and experienced graduate students as they become neuroscience scholars. Learning the mechanics of public speaking and presentations, including techniques to reduce public speaking anxiety (Lunch is a part of every class) is a specific focus, along with identification of practices that should be embraced and avoided. This semester’s seminar on Molecular Mechanisms of Affect is meant to analyze the subcellular molecular machinery that when activated in the brain has distinctive influences on emotional behavior (or affect), and for that reason may be of importance for therapeutic remedies for affective disorders such as depression and anxiety.

### Course Prerequisites: Graduate status, a serious interest in Behavioral Neuroscience

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|  [**Summers**](http://www.usdbiology.com/cliff/) | [SN2ACKS: Systems and Neuroscience Networks Advanced Communication of Knowledge Seminars](http://www.usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/seminars.html)formerly: Advanced Seminars in Behavioral NeuroendocrinologyMolecular Mechanisms of Affect[Fall 2020](http://www.usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/seminars.html) | GFP |
| **Date** | [**Speaker**streaming video](http://videoarchive.usd.edu/fall2008/BADM780/default.asp) | room | **Title** of the ***1o*** Journal Paper | **Authors** | **year*****journal*** | **volume**:**pages** |
| Aug 28 | [Cliff](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Cliff20Molecular%20Mechanisms%20of%20Affect%20-%20Stories%20for%20Science.pptx) | UCL173 | [Story Telling is at the heart of Science](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Cliff20Molecular%20Mechanisms%20of%20Affect%20-%20Stories%20for%20Science.pptx)[Seminar Success Guide](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/SN2ACKS%20Grading%20Rubric%2020%20Molecular%20Mechanisms%20of%20Affect.docx)Intinerary, Schedule and [Organization](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/SN2ACKS%2020%20Seminar%20Planning%20Guide.docx) | CH Summers | 2020 |  |
| Sept 4 | [Cliff](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Cliff20Molecular%20Mechanisms%20of%20Affect%20-%20Seminar%20Design.pptx) | UCL173 | [How to chose a paper, What makes a good talk, Guide to Seminar Design](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Cliff20Molecular%20Mechanisms%20of%20Affect%20-%20Seminar%20Design.pptx)[Seminar Success Guide](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/SN2ACKS%20Grading%20Rubric%2020%20Molecular%20Mechanisms%20of%20Affect.docx) [Organization](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/SN2ACKS%2020%20Seminar%20Planning%20Guide.docx)Full USD Syllabus for the Seminar course *Molecular Mechanisms of Affect* | CH Summers | 2020 |  |
| September 18 | [JazmineYaeger](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Jaz19Nanoparticles%20in%20Brain%20Therapy.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Dustrude%2018%20FrontNeuro%20Orx%20depolarizes%20CeA%20via%20Orx1%20PLC%20%20conditioned%20fear.pdf)Background papers: [Author(s) 2020 Journal 80:133-45 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Liu%2016%20Biomaterials%20Brain-targeted%20co-delivery%20gene%20and%20peptide%20nanoparticles%20Alzheimers.pdf)[Author(s) 2020 *Journal 21:*514-521 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Harmon%2014%20GeneTherapy%20Intranasal%20%20plasmid%20DNA%20NPs.pdf) | Author(s)Author(s)Author(s)Author(s) | 2020[*JournalName*](https://www.nature.com/mp/) | 12:934: 1-1310.3389/fnins.2018.00934 |
| September 25 | [ChinenyeIzuegbunam](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Chinenye20Molecular%20Mechanisms%20of%20Affect.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Berrocoso%2017%20NanomedNanotechBiolMed%20cannabinoid%20PLGA%20nanocarriers%20neuropathic%20pain.pdf)Background papers:[Author(s) et al., 2015 Journal 1:e15002511-8 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Martin-Banderas%2012%20IntJNanomed%20Cannabinoid%20PLGA%20nanocarrierss%20oral%20administration.pdf)[Author(s) et al., 2007 *Journal 50:*3851-3856 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Dziadulewicz%2007%20JMedChem%20Cb1%20Cb2%20dual%20agonist%20antihyperalgesic%20cross%20BBB.pdf) | Author(s)Author(s)Author(s) | 2020[*JournalName*](https://www.nanomedjournal.com/) | 13:2623–2632 |
| October 2 | [KevinKrupp](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Kevin20Molecular%20Mechanisms%20of%20Affect.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Bode%2017%20NanomedNanotechBiolMed%20nanoparticles%20selctive%20BBB%20uptake.pdf)Background papers: [Author(s) et al., 2020 Journal 19:716–726Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Mohamed%2018%20NeuroImageClinical%20Amyloid%20fingerprint%20mTBI%20PTSD%20tau%20AD.pdf)[Author(s) et al. 2020 *Journal 406:*137-142 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Stegurova%2014%20Nanoparticles%20Tau%20detection%20CSF.pdf) | Author(s)Author(s)Author(s) | 2020[*JournalName*](https://www.nature.com/mp/) | 13:1289-1300 |
| October 9 | [ChadRyan](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Chad20Molecular%20Mechanisms%20of%20Affect.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Chen%2018%20Science%20nIR%20DBS%20nanoparticle%20optogenetics.pdf)Background papers: [Author(s) et al., 2020 Journal 10: 1060-1066 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Wu%2016%20ACSNano%20Dye%20Sensitized%20Core%20Nanoparticle%20Optogenetics.pdf)[Author(s) 2020 Journal 38: 1234-1244 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Schmukermair%2013%20NPP%20DBS%20anxiety%20depression.pdf) | Author(s)Author(s) | 2020[*Journal*](https://www.nature.com/mp/) | 359:679–684 |
| October 16 | [JasonGale](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Jason20Molecular%20Mechanisms%20of%20Affect.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Barre%2016%20PNAS%20Presynaptic%205-HT2A%20thalamocortical%20plasticity%20associative%20learning.pdf)Background papers: [Author(s) et al., 2012 Journal 287:44301-44319 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Moreno%2012%20JBiolChem%205-HT2A%20mGluR2%20heterodimer%20Gold%20nano.pdf)[Author(s) 2002 *journal 73:*317-326 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Gewirtz%2002%20PBB%20DOI%20cortical%20BDNF%20mGlu2.pdf) | Author(s)Author(s)Author(s) | 2020[*Journal*](https://www.nature.com/mp/) | 10.1073/pnas/1525586113:E1382-E1391 |
| October 23 | [Ben Onserio](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Ben20Molecular%20Mechanisms%20of%20Affect.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Joshi%2019%20ACSChemNeurosci%20Biodegradable%20nanocarrier%20alleviates%20Drosophila%20Huntingtons.pdf)Background papers:[Author 2020 Journal 11: 34725-34735 Background paper title](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Cong%2019%20ACSApplMaterInterfaces%20Selenium%20nanoparticles%20Huntingtons.pdf)[Author(s) 2020 Journal 10: 640-649 Background paper title](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Godinho%2013%20MolPharm%20SiRNA%20B-cyclodextrin%20Nanocarrier%20Huntingtons.pdf) | Author(s)Author(s)Author(s) | 2020[*JournalName*](https://pubs.acs.org/journal/acncdm) | 10:1603-1614 |
| October 30 | [RileyPaulsen](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Riley20Molecular%20Mechanisms%20of%20Affect.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Joshi%2019%20ACSChemNeurosci%20Biodegradable%20nanocarrier%20alleviates%20Drosophila%20Huntingtons.pdf)Background papers:[Author 2019 Journal 11: 34725-34735 Background paper title](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Cong%2019%20ACSApplMaterInterfaces%20Selenium%20nanoparticles%20Huntingtons.pdf)[Author(s) 2013 Journal 10: 640-649 Background paper title](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Godinho%2013%20MolPharm%20SiRNA%20B-cyclodextrin%20Nanocarrier%20Huntingtons.pdf) | Author(s)Author(s)<brauthor(s)< font=""></brauthor(s)<> | 2020[*JournalName*](https://pubs.acs.org/journal/acncdm) | 10:1603-1614 |
| November 6 | [DanielleGalvin](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Danielle20Molecular%20Mechanisms%20of%20Affect.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Tiwari%2014%20ACSNano%20Nanoparticles%20stimulate%20neurogensis.pdf)Background papers:[Author(s), 2020 Journal 14: 630-645 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/McAvoy%20Sahay%2017%20Neurotherapeutics%20Neurogenesis%20optimize%20hippocampus%20cirutis%20aging.pdf)[Author(s), 2020 Journal 15: 1-17 Background Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Faghihi%2016%20JIntegNeurosci%20Impaired%20neurogenesis%20DG%20pattern%20deficits%20computational.pdf) | Author(s)Author(s)Author(s) | 2020[*Journal*](https://pubs.acs.org/journal/ancac3) | *8:*76–103 |
| November 13 | [MadhaviAnuradha](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Madhavi20Molecular%20Mechanisms%20of%20Affect.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Tian%2018%20Biomaterials%20surface%20functionalized%20exosomes%20targeted%20cerebral%20ischemia.pdf)Background papers:[Author(s) et al., 2020 Journal 4: 1131–1143 Your Background Paper](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Author%2015%20StemCellTranslMed%20Extracellular%20veiscles%20stroke%20neuroregeneration%20immunosuppression.pdf)[Author(s) et al., 2020 Journal 108: 551-562 Background Paper Title](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Zhang%2019%20JPharmSci%20Degradable%20polymers%20with%20adhesive%20DOPA-IGF-1%20for%20neural%20tissue%20engineering.pdf) | Author(s)Author(s) | 2020[*Journal*](https://www.journals.elsevier.com/biomaterials) | 353:147-165 |
| November 20 | [MaddiBauer](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Maddi20Molecular%20Mechanisms%20of%20Affect.pptx) | UCL173 | [Topic Paper Here](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Ogundele%2017%20Neurosci%20Stress%20plasticity%20danger%20signaling%20hippocampus-PFC%20Axis%20IGF1.pdf)Background papers:[Author(s) et al., 2020 Journal 108: 551-562 Background Paper Title](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Zhang%2019%20JPharmSci%20Degradable%20polymers%20with%20adhesive%20DOPA-IGF-1%20for%20neural%20tissue%20engineering.pdf)[Author(s) 2015 Journal 175: 889- 893 Background paper title](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Zhang%2017%20AnnalMedPsych%20%20IGF1%20reducing%20PTSD%20cognitive%20function%20symptoms.pdf) | Author(s)Author(s)Author(s) | 2020[*Journal*](https://www.journals.elsevier.com/neuroscience) | 353:147-165 |
| ***November*** | ***26-27*** |  | ***Thanksgiving*** | Pilgrims | 1622 | 1:eat-**sleep** |
|  |  |  | [Molecular Mechanisms of Affect Take Home Messages](http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Molecular%20Mechanisms%20of%20Affect%20F20/Social%20Stress%20Resilience%2017%20Messages.docx) |  |  |  |  |

Course Requirements: Presentation and participation in seminars, specifically:

1. Attending the seminar classes
2. Reading all of the original research papers assigned for the seminar
	1. This will include 3 papers per seminar
		1. Typically 3 papers per week
		2. 1 topic paper
			1. Must be published within the last 2 years
			2. Delivered 3 weeks ahead of presentation date
		3. 2 background papers
			1. May be older, even classic papers
			2. Delivered 2 weeks ahead of presentation date
3. Contribution to the discussion for each seminar
4. Presentation of one seminar during the semester, on the Behavioral Neuroscience of the Topic for the semester

Each Presentation must include:

1. a PowerPoint presentation

a. of not more than 60 slides

i. a complete draft delivered 1 week ahead of presentation date

ii. Final version delivered 2 days ahead of the presentation

b. PowerPoint slides should use bullet points

i. slides should be easy to read

ii. No complete sentences to be used

c. Presentation must have an overall Theme

i. Theme should be introduced by a Theme Title Slide

ii. the Theme must integrate the information form all 3 papers to be presented

1. Present one integrated story, not 3 stories

iii. There must NOT be Article title slides

iv. the purpose of the Theme is to integrate all of the ideas for the Presentation

d. Presentation must include a clear Character/Ideas Page

i. the Character/Ideas page must have 3 main characters or ideas

1) other ideas may be in the scientific story being presented – the 3 ***main*** ideas are on this page

2) include the context of what we have learned so far in the semester

e. What is currently KNOWN must be clearly presented

f. What ISN’T known must be clearly presented

g. Why we care about the research must be clearly presented

h. Include an Hypothesis Page for the overall story

i. for presentation of data, use only 1 graph per PowerPoint slide or page

2. the Presentation must not be read

3. All the graphs presented must be necessary to tell the scientific story

4. No graphs necessary for the story can be missing

5. Three Main Conclusions must be presented

a. the conclusions must be tied to the theme and characters/ideas

6. The 3 main conclusions must be discussed’

a. The presenter is the Leader of the discussion, and stimulates interactions

b. the discussion should include the context of what has been learned during the semester

Course Goals: To discuss cutting-edge research on topics of Behavioral Neuroscience. Participants create and perform audiovisual Presentations designed to produce integrative knowledge of integrated neurocircuitries, cell signaling, molecular biology, social interactions, learning, and behavioral outcomes. These products are to be integrated into an understanding of big picture consequences.

Student Learning Outcomes: The students learn integrative neuroscience.

1. To integrate information from primary research literature, including a topic paper published within the last 2 years, on mechanisms in behavioral neuroscience, which may include sensory neurons, sensory receptor organs, Gating or integrative neurons, Motor neurons, neuromuscular junctions, synapses, neurotransmitters, transmitter receptor systems, 2nd messengers, appropriate DNA – promoters, transcription factors, and genes, and molecular mechanisms that promote changes in behavior and learning
2. To use that integrated information to produce an audiovisual presentation of the information
3. To use that information to discuss specific matters of neural function, molecular function, behavior, and learning

Evaluation Procedures: Grading Rubric

Grading Rubric 2020 for

SN2ACKS: Systems and Neuroscience Networks Advanced Communication of Knowledge Seminars

Molecular Mechanisms of Affect

Papers chosen and delivered on time 5 points

Topic paper at least 3 weeks ahead of your talk date

Background papers at least 2 weeks ahead

*Please don’t use papers from previous seminars*

Presentation prepared and delivered on time 5 points

Use PowerPoint

Completed draft – 1 week ahead of your talk date

Fine tuning is ok – Final version 2 days ahead

Key Elements of the Talk

1. Delivery – not read 5 points
* Bullet points 5 points
* NO sentences 5 points
	+ Slides are easy to read
1. Beginning – Introduction
* Introduce the overall Theme with a Title Slide 5 points
	+ This *OVERALL* theme integrates the themes of all 3 papers 5 points
* NO Article Title slides 5 points
* Present and INTEGRATED story, not 3 5 points
* Presentation of a clear Character/Ideas Page – 3 main characters 5 points
	+ In the context of what we have learned so far this semester
* What is Known so far clearly presented 5 points
* What ISN’T known - clearly presented 5 points
* What the problem is - clearly presented 5 points
* Why Do We Care, is clearly presented 5 points
* Presentation of a clear Hypothesis – *Hypothesis Page for overall story* 5 points
1. Middle
* 1 graph / PowerPoint Page 5 points
* All graphs presented were necessary for the story 5 points
* No necessary graphs for the story were missing 5 points
1. End
* 3 Main conclusions were presented – tied to theme & characters 5 points
* 3 Main conclusions were discussed 5 points
	+ Leader stimulates discussion
	+ In the context of what we’ve learned this semester

 100 points

Each Presentation is worth 100 points

The average of 3 drawings is your final score: 90% or greater = A

 80 – 89% = B

 70 – 79% = C

 60 – 69% = D

 Below 60% = F

**Academic Integrity**

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

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.

 **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.

**Disability Accommodation**

Any student who feels s/he 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.

Disability Services

Service Center North, R119B

(605) 677-6389

Web Site: [www.usd.edu/ds](http://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.

**COVID-19 Considerations**

Mitigating the spread of COVID-19 is everyone’s responsibility. In order to ensure the health and safety of each individual student and our overall campus community, we ask you to monitor your health daily with the USDSafe app and abide by the following protocols: If you are exposed to COVID-19, develop COVID-19 symptoms, or anticipate being absent for more than two weeks due to COVID-19, you are expected to immediately communicate this to covid19@usd.edu. You may also report to the Dean of Students at deanofstudents@usd.edu. In either case, the Dean of Students office will communicate with all instructors and provide appropriate University communication to impacted parties while also preserving student privacy about any medical condition. If you miss class due to medical reasons, please also inform your instructor in a timely fashion. Students who have been asked to quarantine cannot attend classes in person and should ask instructors if there is an option to participate remotely. Instructors will work with students to determine whether remote participation, an incomplete grade, or withdrawal is most appropriate. Thank you for following these important measures to keep our community healthy and safe.

**COVID-19 Attendance Policy**

Out of an abundance of caution, students who experience any symptoms associated with COVID-19 (fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea) should contact the Dean of Students office at deanofstudents@usd.edu and not come to class. The Dean of Students will then contact all of that student’s instructors. Any make-up of course requirements missed shall be worked out between the instructor and the student upon the student’s timely initiative with an eye towards both flexibility and the integrity of the academic experience. Students should:

* Join scheduled synchronous remote class sessions if they are able to do so;
* Participate in remote class activities, whether synchronous or asynchronous, if they are able to do so;
* Keep up with classwork if they are able to do so;
* Submit assignments digitally;
* Work with their instructors to try to reschedule exams, labs, and other critical academic activities.

Instructors are required to allow for such make-up in a timely manner whether or not a student’s absence has been validated by the Dean of Students. Students are required to remain in timely contact with instructors to the greatest degree possible. Failure to do so may result in a referral to the Dean of Students office.

**COVID-19 Face Covering Policy**

Under the [COVID-19 Face Covering Protocol](https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2020%20Agenda%20Items/July22_20/3_C_BOR0720_REVISED.pdf) approved by the South Dakota Board of Regents, USD will begin the fall term at Level 3, which requires face coverings in all public indoor spaces on campus.

* Those who cannot get a face covering in time to join the class may be provided with a disposable mask from a stockpile kept in each classroom if supplies are available or be advised about virtual education options under the Informal Correction process in the COVID-19 Face Covering Protocol.
* Students who decline to wear a face covering and do not leave the classroom will be referred to the Dean of Students for Formal Correction under the COVID-19 Face Covering Protocol, which may include noncompliance with the [Student Code of Conduct](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sdbor.edu%2Fpolicy%2FDocuments%2F3-4.pdf&data=02%7C01%7CCliff.Summers%40USD.EDU%7C55d6c80cdea040f97e4908d83efa141f%7C9c36a7d0bf7b49919b78be91a52f0226%7C0%7C1%7C637328591081864883&sdata=TmemFpiO248orNshRLaZiKfnbRkS%2BAzDDDYopal%2Fra0%3D&reserved=0). The appropriate conduct process will be initiated if the Dean of Students determines that the allegations are credible.
* Faculty members may be required to provide virtual options for the student to continue to participate in the course until an outcome is rendered and appeals are afforded.
* Students who repeatedly come to class without a face covering will be referred to the Dean of Students for remediation, which may range from an educational learning opportunity up to the formal conduct process defined by the Student Code of Conduct.

**Statement on Recording of Lectures by Students**

Lectures, presentations, and other course materials are protected intellectual property under South Dakota Board of Regents Policy. Accordingly, recording and disseminating lectures, presentations or course materials is strictly prohibited without the express permission of the faculty member. Violation of this prohibition may result in the student being subject to Student Conduct proceedings under SDBOR Policy 3:4.