

## *RAZG 1480 - Communication in Global Contexts*

### I. Course Information

**Course:** RAZG 1480 - Communication in Global Contexts

**Semester Credit Hours:** 3.0

**Course CRN and Section:** 20721 - D01

**Semester and Year:** Fall 2025

**Course Start and End Dates:** 08/18/2025 - 12/07/2025

**Building and Room:** Carl DeSantis Building - 1052

### II. Instructor Information

**Professor:** Brian James Mackiewicz

**Email:** bmackiew@nova.edu

### III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
TR	08/19/2025 - 10/02/2025	11:00 AM - 12:20 PM	Ft Lauderdale/Davie Campus	Carl DeSantis Building- 1052
T	10/07/2025 - 10/07/2025	10:30 AM - 12:29 PM	Ft Lauderdale/Davie Campus	Carl DeSantis Building- 1052
TR	10/14/2025 - 11/25/2025	11:00 AM - 12:20 PM	Ft Lauderdale/Davie Campus	Carl DeSantis Building- 1052
T	12/02/2025 - 12/02/2025	10:30 AM - 12:29 PM	Ft Lauderdale/Davie Campus	Carl DeSantis Building- 1052

### IV. Course Description

#### **Catalog Description**

This course examines the overall concept of global communication as it relates to global leaders and develops the awareness, knowledge and skills needed to understand differences in individuals. Scholars will be exposed to strategies for effectively engaging with a variety of racial, ethnic, religious and gender identities with cultural competence. Scholars will analyze the meaning of cultural differences and communication across global boundaries and the role of empathetic, active listening and oral strategies in interpersonal, public, and mass communication. Scholars will continue the process of designing and implementing their "Community Impact Project". RAZG 1480 is offered every fall semester for scholars in the Razor's Edge Global Scholars Program. A "B" or better is required to continue in the Razor's Edge Global Scholars Program.

#### **Course Rationale:**

Welcome to RAZG 1480—a course designed specifically for Razor's Edge Global Scholars who are preparing to become thoughtful, culturally aware global leaders. In today's world, the ability to communicate across cultures is not just valuable—it's essential. This course will help you build the awareness, knowledge, and skills you need to understand and effectively engage with people from diverse racial, ethnic, religious, and gender backgrounds.

Throughout the semester, you'll explore what it means to be a global communicator. You'll develop practical tools like empathetic listening, oral communication strategies, and public speaking skills, all within the context of intercultural awareness. You'll also reflect on your own identity and experiences while learning how to recognize and respect the identities of others.

A major part of the course involves continuing the development and implementation of your **Community Impact Project**, where you'll apply what you learn in a meaningful, real-world context. This hands-on component reinforces the idea that global leadership isn't just about ideas—it's about taking action that makes a difference.

RAZG 1480 is a required course in the Razor's Edge Global Scholars Program and is offered every fall. A grade of "**B**" or **better** is required to remain in the program, emphasizing the importance of engaging deeply with the course material and your personal growth as a leader.

By the end of this course, you will be better equipped to lead with empathy, communicate across boundaries, and contribute to your community—locally and globally.

## V. Course Objectives / Learning Outcomes

- 1: Examine critical components of global engagement (e.g., in diplomacy, international business, non-profit work).
- 2: Examine cultural frameworks to develop global communication strategies within frameworks, such as Hofstede's cultural dimensions or Edward T. Hall's context theory.
- 3: Demonstrate understanding of the global communication process.
- 4: Demonstrate the role of culture in communicating with people from a variety of backgrounds.
- 5: Create a marketing plan for their community impact project using diverse media that demonstrates cultural sensitivity as a continuation of the project initiated in RAZG 1470.
- 6: Discuss the short-, mid-, and long-term impacts of the community impact project from a cultural perspective.
- 7: Demonstrate understanding via presentations, debates, and/or essays of diverse ways to assess the community impact project using culturally sensitive and appropriate language.

## VI. Materials and Resources

**Book Url:** [NSU Book Store](#)

**Course Required Texts and Materials:**

An Introduction to Intercultural Communication (2024)

Eleventh Edition

Fred E. Jandt

ISBN:9781071956458Sage Publishing

This is the Vantage Learning Platform ISBN Number.

**Course Supplemental Materials:**

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).

## VII. Course Requirements

Students must actively participate and engage in meaningful dialogue throughout the course. They must be respectful and professional with their instructor and peers. Students must turn in all assignments by the due dates. Students must be prepared in advance of each class by reading/reviewing the course materials

for the week. Should a student have a conflict with a class meeting or with an assignment due date, they must contact the instructor in advance to request a make up or an extension.

## **Attendance and Participation**

This course is built on engagement, discussion, and shared learning. You are expected to show up not just physically, but mentally and professionally. Your presence matters. The success of this class depends on your contributions and your willingness to grow.

### **What this means:**

- Attendance is mandatory. More than two unexcused absences may result in a reduction of your final grade. If you're unable to attend class, notify me in advance whenever possible.
- Arrive on time and stay for the full class period. Chronic lateness or early departures disrupt learning and will be addressed.
- Participation is expected not optional. This includes speaking up in discussions, completing in-class activities, collaborating during workshops, and respecting your peers and the learning environment.

## **Classroom Conduct Expectations**

To maintain a professional and productive learning space:

- Phones must be silenced and out of sight during all class sessions unless explicitly permitted for instructional purposes.
- No video games, texting, watching videos, or browsing unrelated websites will be tolerated. This is not just a classroom it's your professional development space.
- No sleeping or disengaging. If you're in the room, be in the room.
- Be respectful and open-minded. This course brings together diverse perspectives. Engage with others respectfully, even when you disagree.

## **Bottom Line:**

This is a professional environment. If you plan to work in any serious capacity whether in medicine, law, education, business, or global leadership professionalism starts here. I am fully invested in your success, and I expect you to be as well.

## **Here is the grading breakdown for your course:**

- **Midterm Exam:** 100 points (25%)
- **Final Presentation:** 100 points (25%)
- **Discussion Posts:** 195 points total (13 posts × 15 points each = 50%)
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### **Grading Scale:**

**A = 372-400**

**A- = 360-371**

**B+ = 348-359**

**B = 332-347**

**B- = 320-331**

**C+ = 308-319**

**C = 292-307**

**C- = 280-291**

**D+ = 268-279**

**D = 252-267**

**F = 251 or**

## VIII. Course Schedule and Topic Outline

Course Schedule:

### VIII. Course Schedule and Topic Outline

Week	Dates	Topics	Assignments & Activities	Learning Outcomes
1	Aug 19–25	Introduction to Global Communication; Identity & Cultural Awareness	Icebreaker, Cultural Identity Inventory, <i>Canvas Reflection #1: “How does your cultural background influence how you speak, listen, or approach conflict?”</i>	LO1, LO3, LO4
2	Aug 26–Sept 1	Culture & Communication Theories (Hall, Hofstede)	Lecture & Group Discussion, <i>Canvas Discussion #2: “Which theory helps you better understand your own culture?”</i>	LO2, LO3, LO4
3	Sept 2–8	Cultural Frameworks & Communication Patterns	<i>Scenario Activity, Canvas Reflection #3: “What communication patterns exist in your own cultural background, and how might they be misinterpreted?”</i>	LO2, LO3
4	Sept 9–15	Theories of Change & Project Design	Group Theory Mapping, <i>Canvas Reflection #4: “What theory of change best aligns with your CIP idea and why?”</i>	LO1, LO5
5	Sept 16–22	Stakeholder Analysis & Communication	Stakeholder Mapping Workshop, <i>Canvas Discussion #5: “Who are your project’s stakeholders and how will you engage them?”</i>	LO1, LO2, LO5
6	Sept 23–29	Interpersonal & Professional Communication	CIP Role-Play Workshop: Engaging Stakeholders, <i>Canvas Reflection #6: “What communication challenges do you anticipate in your CIP and how can you prepare?”</i>	LO3, LO5
7	Sept 30–Oct 6	Cultural Barriers & Strategic Messaging	Case Study: Global Communication Failures, <i>Canvas Discussion #7: “What messaging strategies can overcome cultural barriers in your CIP?”</i>	LO2, LO3, LO5
8	Oct 7–13	<b>Midterm Week</b> – CIP Communication Plan (Paper); Dr. Packer Lecture	<b>Midterm Communication Plan Due Oct 11 (25% of Final Grade)</b>	LO5, LO6
9	Oct 14–20	Logistics, Action Plans & Cultural Perception	Workshop: Building Realistic, Culturally Sensitive Plans, <i>Canvas Reflection #8: “What cultural perceptions might shape your project’s success?”</i>	LO5, LO6
10	Oct 21–27	Intercultural Competence & Values	No Homework This Week – In-Class Values Activity	LO2, LO4

Week	Dates	Topics	Assignments & Activities	Learning Outcomes
11	Oct 28– Nov 3	Nonverbal Communication & Cultural Norms	Observation Lab, <b>Canvas Discussion #9: “How do nonverbal signals vary across cultures and what impact could that have on your CIP?”</b>	LO2, LO4
12	Nov 4– 10	Presenting Across Cultures	Presentation Skills Lab: Communicating to Cross-Cultural Audiences	LO3, LO7
13	Nov 11– 17	Marketing Strategy & Media	CIP Marketing Plan Draft Workshop, <b>Canvas Discussion #10: “How will you market your CIP across diverse communities?”</b>	LO5, LO7
14	Nov 18– 24	Evaluating Impact & Long-Term Goals	CIP Evaluation Planning, <b>Canvas Discussion #11: “What will success look like for your CIP one year from now?”</b>	LO6, LO7
15	Nov 25– Dec 1	Final Presentation Prep	Practice Presentations, Peer Feedback Forms (Optional Submission)	LO7
16	Dec 2–8	<b>Final Presentations (In Class)</b>	<b>In-Person Final Presentations (25% of Final Grade)</b>	LO7

**Here is the grading breakdown for your course:**

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**Grading Scale:**

**A = 372-400**  
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**C+ = 308-319**  
**C = 292-307**  
**C- = 280-291**  
**D+ = 268-279**  
**D = 252-267**  
**F = 251 or**

## IX. Instructional Methods

The course will be delivered via a combination of instructor-led presentations, student presentations, discussions in class and via Canvas, and through readings and videos. Active participation by students is highly encouraged and expected.

## X. Assignments

### Assignment Schedule & Grade Breakdown

**Total Course Points: 400**

Week	Assignment Title	Type	Points
Week 1	Reflection: <i>How does your cultural background influence how you speak, listen, or approach conflict?</i>	Reflection	15
Week 2	Discussion: <i>Which theory helps you better understand your own culture?</i>	Discussion	15
Week 3	Reflection: <i>What communication patterns exist in your culture, and how might they be misinterpreted?</i>	Reflection	15
Week 4	Reflection: <i>What theory of change best aligns with your CIP idea and why?</i>	Reflection	15
Week 5	Discussion: <i>Who are your stakeholders and how will you engage them?</i>	Discussion	15
Week 6	Reflection: <i>What communication challenges do you anticipate in your CIP, and how can you prepare?</i>	Reflection	15
Week 7	Discussion: <i>What messaging strategies can overcome cultural barriers in your CIP?</i>	Discussion	15
Week 8	<b>Midterm Communication Plan (CIP Planning Paper)</b> See Complete Description Below.	Major Assignment	<b>100</b>
Week 9	Reflection: <i>What cultural perceptions might shape your project's success?</i>	Reflection	15
Week 10	<b>No Homework – In-Class Values Activity Only</b>	—	0
Week 11	Discussion: <i>How do nonverbal signals vary across cultures and what impact could that have on your CIP?</i>	Discussion	15
Week 12	<b>No Homework – In-Class Presentation Skills Workshop</b>	—	0
Week 13	Discussion: <i>How will you market your CIP across diverse communities?</i>	Discussion	15
Week 14	Discussion: <i>What will success look like for your CIP one year from now?</i>	Discussion	15
Week 15	<b>No Homework – Peer Presentation Practice and Feedback (Optional Submission)</b>	—	0
Week 16	<b>Final In-Class Presentation (Capstone Project Delivery)</b> See Complete Description Below	Major Assignment	<b>100</b>

### Point Summary

- 13 Weekly Reflections/Discussions × 15 pts = **195 pts**
- Midterm Communication Plan = **100 pts**
- Final In-Class Presentation = **100 pts**
- **Total = 395 pts**, plus **up to 5 bonus points** for students who go “above and beyond” on reflections/discussions.

**MIDTERM PAPER: 8-10 page paper in APA Style that Covers the Following Information.**

**Title Example: Bridging Voices: A Communication Plan for [Your Project Name]**

**I. Introduction**

- Overview of the Community Impact Project
- Importance of communication in community-based initiatives
- Link to course themes: global communication, cultural competence, empathy

**II. Project Background and Community Profile**

- Description of the community served
- Cultural, linguistic, and social context
- Challenges and opportunities in communication

**III. Communication Objectives**

- What you aim to achieve through communication
- Raising awareness, building trust, promoting action

**IV. Communication Strategies**

- Culturally responsive messaging
- Mediums used (digital, print, verbal)
- Use of empathy, active listening, multilingual access
- Public, interpersonal, and mass communication plans

**V. Anticipated Barriers and Solutions**

- Language barriers, mistrust, digital access issues
- How you plan to overcome them

**VI. Implementation Plan**

- Timeline, responsible roles
- How communication will evolve through project stages

**VII. Reflection on Cultural Competence and Global Leadership**

- Your growth as a culturally aware communicator
- Link to course theories and readings

**VIII. Conclusion**

- Reaffirm communication’s centrality to impact
- Next steps in project development

**FINAL ASSIGNMENT:**

Maximum of 10 minutes (as a group) in class oral presentation.

Provide a complete description of your Community Impact Project, focusing on the problem that is being addressed, the need for the solution, the target audience, and describing the communication plan that you intend to use (or have been using to disseminate information and market your CIP. The use of technology to augment your presentation is highly recommended.

**XI. Assessments**

Assessment guidelines and rubrics will be provided in the Canvas course area.

**XII. Grading Criteria**

Letter Grade	Percentage	Quality Points	Letter Grade	Percentage	Quality Points
A	94-100	4.0	C	73-76	2.0
A-	90-93	3.7	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.3

B	83-86	3.0	D	60-66	1.0
B-	80-82	2.7	F	0-59	0.0
C+	77-79	2.3			

### XIII. Course Policies

Students must earn a "B" or higher in order to use this course toward the 16 credit minor in Global Engagement. Students will not be able to continue as a Razor's Edge Global student without earning a "B" or higher.

#### General Policy:

#### Course Policies

These expectations reflect the standards of professionalism, responsibility, and leadership this course is designed to instill. You're preparing for a future where communication, accountability, and discipline matter and that starts now.

#### Communication

- I communicate with the class regularly via Canvas Announcements check them daily.
- I am always available to support you, I want you to succeed but please be respectful.
- Texting or calling should be reserved for urgent matters only. I will respond to emails within 24 hours on weekdays.

#### Assignment Submission

- All assignments must be submitted through Canvas by the posted due date and time.
- Late work is accepted up to 48 hours after the deadline with a 10% deduction per day.
- Assignments submitted more than 48 hours late will receive a zero, unless prior approval or documentation is provided for an emergency.

#### Academic Integrity

- Cheating, plagiarism, and unauthorized use of AI tools will not be tolerated.
- If you use AI tools like ChatGPT for any part of an assignment, you must cite them clearly.
- Submitting AI-generated work as your own is considered academic dishonesty.
- Violations will result in a zero on the assignment and a report to the Office of Student Conduct.

#### Technology Policy

- Laptops and tablets are allowed for class purposes only. Phones must be put away during class.
- No texting, no playing video games, and no sleeping. This is a professional space.
- Disruptive or disengaged behavior will impact your participation grade and could result in removal from class.

#### Participation and Professionalism

- You are expected to come to class prepared, participate actively, and treat your peers and instructor with respect at all times.
- Engagement matters this means joining discussions, contributing to group activities, and staying off distractions.
- Professionalism is not optional. It is part of your grade and a part of your future.

#### Attendance Policy

- You are allowed two unexcused absences. Each additional unexcused absence will reduce your final grade.
- If you are absent, it is your responsibility to catch up. I will not chase you down.
- Arriving late or leaving early without prior notice will count as an absence.
- Excused absences (illness, university-approved events, etc.) require documentation.

#### Accommodations

- Students seeking accommodations must contact NSU's **Office of Student Disability Services** as soon as possible.
- Once official documentation is provided, I will work with you to ensure your needs are met

## XIV. University Policies

Sexual violence and sexual harassment are contrary to our core values and have no place at Nova Southeastern University. In accordance with Title IX and other laws, NSU prohibits discrimination, including sex-based discrimination and discrimination towards pregnant/parenting students. If you or someone you know experiences sexual violence and/or sexual harassment, there are resources and options available. To learn more or to report an incident, please visit the NSU Title IX website at [www.nova.edu/title-ix](http://www.nova.edu/title-ix). Please be aware that your instructor is not a confidential resource, and the instructor is required to report any incident of sexual misconduct to the NSU Title IX Coordinator. Alternatively, you may choose to contact Laura Bennett, Title IX Coordinator, directly at [laura.bennett@nova.edu](mailto:laura.bennett@nova.edu), 954-262-7858 to report an incident or receive support and resources. **A.**

### Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online <http://education.nova.edu/students/current-students/studentcataloghandbook.html>.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic misconduct
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** offering of goods, services, property, or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

**Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.**

## **B. Plagiarism**

Work that is submitted for credit must be the original work of the student.

**Original work:** Assignments, such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, reexamination, and/or remediation.

**The use of Artificial Intelligence:** Students' use of generative artificial intelligence (e.g., ChatGPT, Google Bard, Dall-E, Midjourney, etc.) or similar resources on any coursework or academic assessments without the prior permission of their faculty member, or the use of these resources in any way that violates the academic standards of NSU and/or a student's academic program, is expressly prohibited.

**Tendering of information:** All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited. This includes the posting of course content, exam questions and/or answers, or other work submitted for academic credit to online sources or otherwise making such materials publicly available without the prior consent of appropriate faculty members and/or their academic program.

Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

## **C. Americans with Disabilities Act (ADA)**

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability

who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at <http://www.nova.edu/disabilityservices/index.html>, via e-mail at [disabilityservices@nova.edu](mailto:disabilityservices@nova.edu), or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

#### **D. Course/Instructor Evaluation**

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

**E.** The current edition of the **FCE&SCJ Catalog and Student Handbook** is available <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. This document provides extensive information on University and FCE policies, regulations, and procedures. Students should visit <https://www.nova.edu/academic-affairs/academic-policies.html> to access additional required college-wide policies. It is your responsibility to access and carefully read these policies to ensure you are fully informed. As a student in this class, you are obligated to follow these college-wide policies in addition to the policies established by your instructor.

The following policies are described on this website:

- Academic misconduct
- Last day to withdraw
- Email policy
- Student course evaluations
- Student responsibility to register
- Student responsibility for course prerequisites

**Additional Academic Resources:** Nova Southeastern University offers a variety of resources that may aid in student success. Among these resources are:

**Accommodations for students with documented disabilities.** For more information about ADA policy, services, and procedures, students may call the Office of Student Disability Services at 954-262-7189, HPD extension 2-1520, or visit <http://www.nova.edu/disabilityservices>.

#### **Tutoring and Testing Center:**

Free tutoring services: Students are encouraged to use the free, individualized tutoring services offered by the Tutoring and Testing Center (TTC). The Tutoring and Testing Center (TTC) supports the academic progress of all NSU students at the Ft. Lauderdale/Davie campus, at the regional campuses, and online. TTC provides supplemental learning assistance, as well as an array of testing services, in a supportive and professional environment that enhances the ability of all students to meet educational goals, achieve academic excellence, and enhance personal growth. TTC promotes active, independent learning that seeks to assist students in developing critical thinking skills, writing, math and/or science skills. Here is the link <http://www.nova.edu/tutoring-testing/index.html>.

#### **Writing and Communications Center**

If you would like some one-on-one writing help, please contact the Writing and Communications Center (WCC), and you can make an appointment with one of the consultants. The WCC is a free service to

help you improve your writing and formatting your papers. You can meet with a consultant in the library on the Davie campus, or use technology to meet in a virtual room. Here is the link for you to make an appointment: <https://nova.mywconline.com>.

### **NSU CENTER FOR STUDENT COUNSELING SERVICES AND WELL BEING**

The CSCW provides the student with an assessment, counseling, consultation, psychiatric services, wellness and recovery education, and when needed case management services and linkage or referral. For more information contact Office: 954-262-7050 or 954-424-6911, Fax: 954-424-6915, Hotline: 954-424-6911 (available 24 hours, 7 days a week) or <https://www.nova.edu/studentcounseling/index.html>

### **ACADEMIC STANDARDS**

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:

- 1. Cheating**—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- 2. Fabrication**—intentional and unauthorized falsification or invention of any information or citation in an academic exercise
- 3. Facilitating Academic Dishonesty**—intentionally or knowingly helping or attempting to help another to violate any provision of this code
- 4. Plagiarism**—the adoption or reproduction of ideas, words, or statements of another person as one’s own without proper acknowledgment.
- 5. Use of Artificial intelligence** - In compliance with NSU core values of academic excellence and integrity, the use of any artificial intelligence tools, such as ChatGPT, is strictly prohibited, unless the use of such AI tools is part of a specific course instruction. As a result, all students must submit their own work and are discouraged from using AI tools, unless the expressed permission and/or instruction is allowed by the course instructor. Failure to comply violates Academic honesty policies and may result in a disciplinary hearing.

**Unprofessional Conduct:** Behavior(s) unbecoming a professional, including but not limited to: violation of rules, inappropriate dress or language, private conversations during lectures and presentations, rudeness to the professor, classmates, or patients. Each violation will be placed in writing in the student’s permanent file. Depending on the nature of the violation or in the event of two incidents, a student will be referred for disciplinary action to the Committee on Student Progress and may be reflected on the student’s transcript.

### **NSU Class Recording Policy:**

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student’s section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students’ personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act (“FERPA”).

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course.

Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

## **XV. Bibliography**

### **Course Syllabus Management Team**

**Lead Faculty:**

Dr. Barbara Packer  
**Last Revised Date:**  
July 1, 2025