

University of Florida
College of Public Health and Health Professions
Syllabus

PHC2100: Introduction to Public Health (3 Credit Hours)

Fall, 2025, Delivery format: Online

Course Site: [UF eLearning in Canvas](#)

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Teaching Team

INSTRUCTOR

Name: Chhavi Tiwari, PhD

Room Number: EGH Room 136

Phone Number: (352) 328-2202

Email Address: chhavitiwari@php.ufl.edu

Office Hours: Wednesdays 10:30AM – 12.30 PM or by appointment

Preferred Communication: The preferred mode of communication with the course instructors is via email feature on Canvas. While emailing instructors, please make sure to copy both instructor and graduate assistant on the mail. This way we can ensure prompt response to your emails.

Communication Response Plan: A member of the instruction team will respond to communications (emails, phone calls, communications through Canvas) within 24 hours during the work week, and within 48 hours during weekends or university closures. If closures are due to inclement weather or emergency, responses may be slower.

Prerequisites

None

Course Overview, Objectives, and Relation to Program Outcomes

COURSE OVERVIEW

This course provides real-world examples of public health within popular culture and how cultural influences dictate decision-making related to health and well-being. Major public health principles applied within the social context will be detailed through current or popular stories and news. As a survey of the entire field of public health, the course provides a broad overview for students wishing no more than an introduction to the field, as well as good grounding for students who wish to pursue additional coursework in public health.

COURSE OBJECTIVES AND / OR GOALS

Upon successful completion of the course, students will be able to:

1. Define Public Health and how it contributes to other fields.
2. Recognize the social determinants of health when given a scenario or public health dilemma.
3. Describe Public Health principles and essential service and how Public Health interacts with popular culture given examples of current public health issues.
4. Discern how popular culture plays a role in policy and application of Public Health given the social ecological model.
5. Critically evaluate common health issues and risk behaviors at different levels of the social ecological model
6. Characterize how popular culture can both help and hinder Public Health initiatives and interventions.
7. Acknowledge the value of Public Health goals, initiatives, and interventions in local, national, and global settings.

RELATION TO PROGRAM OUTCOMES: GENERAL EDUCATION: SOCIAL AND BEHAVIORAL SCIENCES

GENERAL EDUCATION (S): STUDENT LEARNING OUTCOMES (SLO)

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

Content

Institutional SLO: Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline.

In this course: Each week, students will gain fundamental knowledge of a specific public health issue, its occurrence across various communities, associated disparities, and contemporary interventions designed to address it. The course will also place a significant emphasis on understanding how media and popular culture influence public perceptions and responses to these public health issues. To assess the understanding of these concepts, the course will utilize quizzes, assignments, and class discussions.

Communication

Institutional SLO: Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.

In this course: Throughout the semester, students will engage in discussions to reflect on the assigned readings and other relevant materials. This learning outcome will also be evaluated using discussions and a final project. To ensure thorough assessment, students will be required to produce various types of multimedia content, such as podcast discussions, infographics, and introductory videos.

Critical thinking

Institutional SLO: Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. These will be accomplished through assignments and assessments given in this course.

In this course: Students will develop a final project that involves researching and analyzing scientific literature to construct a framework based on their findings. Additionally, they are required to read and formulate responses to topics related to public health issues, seen through the lens of popular culture. Students will compare and contrast public health issues and assess the differences among the communities affected. Achievement of this learning outcome will be evaluated through the group project and assignments.

Course Structure

INSTRUCTIONAL METHODS

TOPICAL OUTLINE/COURSE SCHEDULE

The class assignments and discussions are asynchronous, unless noted otherwise in the syllabus.

LECTURES

Students will independently view recorded lectures and participate in a related asynchronous discussion board. Class activities are designed to facilitate active learning.

READINGS

In addition to the lectures, supplementary readings and resources will be posted in Canvas. Additional readings may be added during the course if newly published and relevant.

LEARNING ASSESSMENTS

A variety of assessments will be used in this course, including but not limited to reflective essays, assignments, quizzes, and projects.

COURSE MATERIALS AND TECHNOLOGY

REQUIRED TEXT

No required text.

REQUIRED READINGS

Required readings are specified under each module on Canvas.

REQUIRED TECHNOLOGY

Computer with high-speed internet access and use of a supported browser. Please refer to the student computing requirements listed on the Online Student Resources page. This course is delivered entirely online using the University of Florida's e-Learning in Canvas Course Management System. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

This course relies heavily on UF eLearning in Canvas for the organization and delivery of course materials, activities, and assignments.

For technical support related to UF eLearning in Canvas, please contact the UF Computing Help Desk:

- Email learning-support@ufl.edu,
- Call (352) 392-HELP [(352) 392-4357], or
- Visit [the UF Help Desk](#) webpage

Topical Outline / Schedule

Week	Date	Topic	Assignments due*
Week 1	8/21-8/29	- Course Introduction - Introduction to Public Health	- Discussion 1 - Quiz 1
Week 2	9/02-9/05	- Public Health History - The Epidemiologic Transition	- Assignment 1 - Quiz 2
Week 3	9/05-9/12	- Social Determinants of Health	- Discussion 2 - Quiz 3
Week 4	9/15-9/19	- Social Ecological Model	- Assignment 2 - Quiz 4
Week 5	9/22-9/26	- The 10 Essential Services of Public Health	- Final Project Part I - Quiz 5
Week 6	9/29-10/03	- Health literacy	- Discussion 3 - Quiz 6
Week 7	10/06-10/10	- Access to care	- Assignment 3 - Quiz 7
Week 8	10/13-10/17	- Global Health and Sustainability Goals	- Final Project Part II - Quiz 8
Week 9	10/20-10/24	- Climate change and Global Health - Migration and Health	- Discussion 4 - Quiz 9
Week 10	10/27-10/31	- Minority Health	- Assignment 4 - Quiz 10
Week 11	11/03-11/07	- Social media and Public Health	- Assignment 5 - Quiz 11
Week 12	11/10-11/14	- COVID-19 - Role of media in pandemic management	- Discussion 5 - Quiz 12
Week 13	11/17-11/21	- Vaccinations - Role of media in vaccination campaigns	- Discussion 6 - Quiz 13
Week 14	Thanksgiving week, no assignment due!		
Week 15	12/01-12/05	- Obesity and Fad Diets -	-Quiz 14: Final Reflection -Final Project
Notes:			
<ul style="list-style-type: none"> • This schedule may be modified as needed during the semester. • All assignments and quizzes are due at 11:59 PM EST. Please consult Canvas for more details. 			

Academic Requirements and Grading

ASSIGNMENTS AND ASSESSMENTS

WEEKLY ASSIGNMENTS

Purpose and Objectives Assessed:

These hands-on assignments provide the opportunity to integrate and apply information from each week's content, and practice incorporating interdisciplinary perspectives into problem solving. These provide practice and assessment for multiple course level learning objectives across the semester.

Task Description:

5 assignments completed asynchronously. Full instructions for each group assignment are provided in Canvas.

Submission Instructions:

Final products for each assignment must be submitted in the UF e-Learning in Canvas.

Grading Criteria:

Points: 100 points each

Drop Rule: 1 lowest grade will be dropped. 9 highest grades will be counted.

Percent of Final Grade: 30%

DISCUSSIONS

Purpose and Objectives Assessed:

A mix of digital artifacts, infographics, and photo submissions will be used to provide engagement opportunities that are neither repetitive nor time-consuming. You will be able to easily complete these assignments after having reviewed the week's materials. These provide practice and assessment for multiple course level learning objectives across the semester.

Task Description:

6 individual assignments completed as scheduled. Full instructions for each assignment are provided in Canvas.

Submission Instructions:

Final products for each assignment must be submitted in the UF e-Learning in Canvas.

Grading Criteria:

Points: Varies

Percent of Final Grade: 25%

QUIZZES

Purpose and Objectives Assessed:

Quizzes provide "in the moment" feedback about your understanding of the covered topics and can help you identify when you may need to spend more time studying materials and attending office hours. These provide practice and assessment for multiple course level learning objectives across the semester.

Task Description:

There will be 14 quizzes across the semester. Students are expected to read the weekly textbook chapter(s), watch the weekly lecture videos, and complete any additional videos or reading assignments posted on Canvas. Questions will generally be multiple-choice in format, but might also include true/false, matching, short answer, and other similar formats.

Submission Instructions:

Quizzes are open book and will be taken in the UF e-Learning in Canvas.

Grading Criteria:

Points: 10 points each

Percent of Final Grade: 20%

FINAL PROJECTPurpose and Objectives Assessed:

In this hands-on assignment, you will choose a local public health organization or initiative to research and analyze using the knowledge and skills acquired throughout the course. By the end of the project, you will have applied most of the concepts and techniques learned in this course.

Task Description:

This group project consists of four parts. For the final part, you will submit the completed draft of your PowerPoint slides and present them asynchronously (via zoom recording or any other video recording tool).

Part	Description	Points
1	Overview, SDoH, SEM	100
2	Pop Culture Influence, Recommendations, Assessment	100
3	Relationship to public health	100
4	Virtual Presentation	100

Submission Instructions:

Final products for each part must be submitted in the UF e-Learning in Canvas.

Grading Criteria:

Points: 100 points each part

Percent of Final Grade: 25%

GRADING

Please be aware that all assignments and homework are due on the specified date and time.

GRADING SNAPSHOT

Requirement	Due Date(s)	Percent of Final Grade
4 of 5 Assignments (1 lowest grade dropped)	See schedule	30%
6 Discussions	See schedule	25%
12 of 14 Quizzes (2 lowest grades dropped)	See schedule	20%
4-Part Final Project	See schedule	25%
		100%

POINT SYSTEM USED

Percentage Earned	Letter Grade
100 to 93	A
< 93 to 90	A-
<90 to 87	B+
<87 to 83	B
<83 to 80	B-
<80 to 77	C+

Percentage Earned	Letter Grade
<77 to 70	C
<70 to 67	D+
<67 to 63	D
<63 to 60	D-
Below 60	E

The Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Policies Related to Grading and Academic Integrity

UF GRADING POLICY

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policies may be found at:

- Graduate: [Graduate Academic Regulations](#) (Grades)
- Undergraduate: [Grades and Grading Policies](#)

ACADEMIC INTEGRITY

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Code](#) or the [Graduate Student Handbook](#) for additional details.

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

EXAMS / QUIZZES AND PROCTORING

Quizzes in this course are open book. You may refer to your notes and course materials while completing them. However, the use of AI tools or collaboration with peers to complete quizzes is strictly prohibited.

ASSIGNMENTS AND PLAGIARISM DETECTION

All written assignments will be checked for plagiarism using Turnitin. Ensure that your submissions are original and properly cited.

USE OF AI FOR GRADED ASSIGNMENTS

The use of AI tools for graded assignments and discussions is not permitted in this course. All submissions must reflect your own work and understanding.

LATE OR MISSING ASSIGNMENTS AND MAKE-UP WORK

EXCUSED ABSENCES

Students will be allowed to make-up quizzes, assignments, and discussion board activities for acceptable reasons as described in the [Attendance Policies](#) and [Examination Policies and Reading Days](#) in the catalog.

If you are unable to submit an assignment on time, it is your responsibility to contact the instructor as soon as possible to request an alternate arrangement and due date. If an alternate arrangement is not requested or offered, then no credit will be given for the assignment. Any approved make-up assignments should be submitted to the instructor through UF e-Learning in Canvas.

TECHNICAL ISSUES

If you wish to request a make-up, you **must** e-mail me within 24 hours of any technical difficulty that prevents you from timely completing any exam, quiz, assignment, or other course activity. To be considered for make-up, the request **must** be accompanied by a ticket number from the UF Computing Help Desk documenting when the problem was reported to them, including the time and date of the problem.

Policies Related to Professionalism, Communication, and Attendance

PARTICIPATION

Professional and respectful behavior is expected of all students participating in this course. Please be aware that all assignments and homework are due on the specified date and time.

ETIQUETTE & CIVIL DISCOURSE WITHIN OUR LEARNING COMMUNITY

Our online learning community thrives on mutual respect, inclusivity, and open-mindedness. As members of this community, we each bring unique perspectives and experiences, which enrich our collective learning. To maintain a productive and supportive environment:

1. **Respect Others:** Treat your peers, instructors, and guest speakers with respect, regardless of differences in opinions, backgrounds, or experiences. Personal attacks, derogatory language, or dismissive behavior will not be tolerated.
2. **Engage Thoughtfully:** Contribute to discussions with an open mind and a willingness to learn. Critique ideas, not individuals, and back your arguments with evidence when possible.
3. **Be Clear and Concise:** Write posts and responses that are easy to understand and free of ambiguity. Proper grammar, spelling, and tone help maintain professionalism.
4. **Practice Active Listening:** Read others' contributions fully and thoughtfully before responding. Acknowledge their points and strive to build on ideas rather than detract.
5. **Value Diversity:** Embrace the diversity of thought, culture, and experiences that each member of our community brings. Assume positive intent and seek clarification when needed.

By adhering to these principles, we create a collaborative, respectful space where all members feel valued and are empowered to contribute to meaningful discussions.

NETIQUETTE & ELECTRONIC COMMUNICATION STREAMS (EMAIL, ONLINE COLLABORATION TOOLS, DISCUSSIONS)

Conduct should be polite and professional (see [Netiquette Guidelines](#)).

Additional Course, College, and Institutional Policies

RECORDING OF SYNCHRONOUS SESSIONS WITHIN THE COURSE

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

COURSE FEEDBACK, GATOREVALS, AND EVALUATION SUMMARIES

ONGOING FEEDBACK

To ensure a productive and engaging learning experience, ongoing anonymous feedback will be collected through Mentimeter. You are encouraged to provide constructive input on assignments, materials, and presentations throughout the course. This feedback will help improve the course in real-time and address any concerns promptly. Your participation is greatly appreciated.

SUMMATIVE FEEDBACK

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available on the [Students Providing Constructive Feedback](#) page. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their UF e-Learning in Canvas course menu under GatorEvals or [via this direct link to the GatorEvals platform](#).

EVALUATION SUMMARIES

Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

DROPPING THE COURSE

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

[Support Services and Campus Resources for the Whole Gator](#)

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance. In addition, connect with the wide range of resources available on campus.

WHOLE GATOR AT ONEUF

The Whole Gator at One.UF [provides contact information for a wide array of campus resources](#), up-to-date links to campus resources, [information and campus connections for a wide array of topics from Mental and Physical Health, to Academics, Finances, and Relationships and Violence Prevention](#).

If you or someone you know is in crisis, [Whole Gator also provides numbers for crisis response](#).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you require classroom accommodation because of a disability, it is strongly recommended you register with the [Dean of Students Office](#) within the first week of class or as soon as you believe you might be eligible for

accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive those accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

COUNSELING AND STUDENT HEALTH

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

U MATTER, WE CARE

If you or someone you know is in distress, to refer or report a concern:

- Email umatter@ufl.edu
- Call 352-392-1575, or
- Visit the [U Matter, We Care](#) website

A team member will reach out to the student in distress.

COUNSELING AND WELLNESS CENTER

For information on crisis services as well as non-crisis services:

- Visit the [Counseling and Wellness Center](#) website or
- Call 352-392-1575.

STUDENT HEALTH CARE CENTER

For 24-hour / 7-day information to help you find the care you need:

- Call 352-392-1161, or
- Visit the [Student Health Care Center](#) website

UNIVERSITY POLICE DEPARTMENT

For police response:

- Visit [UF Police Department](#) website or
- Call 352-392-1111 (or 9-1-1 for emergencies)

UF HEALTH SHANDS EMERGENCY ROOM / TRAUMA CENTER

For immediate medical care:

- Call 352-733-0111 or
- Go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608
- Visit the [UF Health Emergency Room and Trauma Center](#) website

GATORWELL HEALTH PROMOTION SERVICES

For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success:

- Visit the GatorWell website or
- Call 352-2734450

ADDITIONAL ACADEMIC RESOURCES

- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

Appendix A: Getting Started

To complete your course orientation, follow the steps below:

STEP 1: READ YOUR SYLLABUS.

The course syllabus will provide you with the course schedule, course objectives, explanations of assignments and assessments, grading policies, and instructor contact information. Please read it carefully. You should have a deep familiarity with the schedule and process of the course.

STEP 2: CHECK FOR ANNOUNCEMENTS.

Check for Announcements in the course site and your official @ufl.edu Email account.

STEP 3: PREPARE FOR CLASS

Arrange for the appropriate course materials, including any textbooks and/ or software mentioned in the syllabus.

Organize your schedule and mark your calendar for the synchronous sessions. For a description of what is expected for the synchronous¹ and asynchronous² components of the course, review the syllabus.

¹Asynchronous: "not existing or happening at the same time" or "not occurring in the same place or at the same time" or "not simultaneous or concurrent in time". Examples: pre-work readings or videos, Canvas Discussions, or group assignments completed outside of scheduled class time.

²Synchronous: "existing or occurring at the same time" or "live; occurring at the same time (even if not in the same place)" or "simultaneous or concurrent in time". Examples: class session in person or via Zoom meeting.

STEP 4: FAMILIARIZE YOURSELF WITH WHERE TO FIND HELP

Learning in online and blended environments can be technically challenging at times. We encourage you to be self-directed and use the resources found in this syllabus and your course site for independent problem-solving. Additional resources can be found in the Student Success Guides in your UF eLearning in Canvas course site.

Taking responsibility for your learning and being self-directed also means knowing when to reach out for assistance.

If you have tried to solve your technical issue on your own, but it has become frustrating, contact the UF Computing Help Desk, and let your instructor or another member of your Teaching Team know about your issue. Those contacts can be found within this syllabus and on the Help page on our course site.

At some time, we have all had unexpected health or family situations, work-life balance issues, and other obstacles set us on a course different than our plans. UF has many resources available to assist. The [Support Services and Campus Resources for the Whole Gator](#) in this syllabus, and the Campus Resources tool in the course site are a good place to start. If your situation will impact your coursework, you should also reach out to your instructor or another member of your Teaching Team.

STEP 5: REVISIT ACADEMIC INTEGRITY PRACTICES, COURSE POLICIES, AND EXPECTATIONS

This syllabus and our course site have explanations of what is expected related to academic honesty, course policies, and expectations. If you have any questions about policies and expectations, or what constitutes cheating, plagiarism, acceptable use of Artificial Intelligence tools, or any other academic honesty concepts, please reach out to your instructor or another member of the Teaching Team.