

HOWARD UNIVERSITY  
DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND LEISURE STUDIES

COURSE SYLLABUS  
**ADDICTIVE BEHAVIOR - WRTG**

HHPL-755-01

Tuesday & Thursday 9:40 - 11:00 a.m..

Spring, 2009

Instructor: D. S. Calloway, Ph.D.  
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Office Hours:  
Tuesday & Thursday 1:00 -3:00  
and by appointment

**Prerequisite:** A grade of "C" or better in Freshman English 003 or 004 for College of Arts and Sciences students; and a passing grade in 003 for other students.

**Restrictions:** Students should not enroll in this course if a non-writing -intensive version of the course has already been taken.

**Course Description:** This is a writing intensive course that examines the historical, social and legal impact of alcohol and other drugs on society. Specific emphasis will be on the physiology of the nervous system, the pharmacology of particular drugs and the relationship to behavior modification. Writing assignments will be designed to: (1) ensure that students read, listen and observe carefully, (2) understand lessons, readings and experiences and (3) enable the student and teacher to monitor learning. This three-credit course fulfills the third writing requirement in the College of Arts and Sciences.

**Writing Across the Curriculum (WAC) Goals:**

**The two major goals of this WAC course are to:**

1. Improve students' writing and written communication skills
2. Improve students' learning through writing

**Course Objectives:**

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

1. Identify the pharmacological affect of drugs on the body.
2. Discuss a variety of theories of drug dependence and motivations for use
3. Identify creative alternatives to the use of drugs.
4. Discuss the role of values clarification as a drug prevention strategy.
5. Think critically and talk thoughtfully about addictive behaviors and other drug-related issues.

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**WAC Learning Objectives:**

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

1. Construct a clear, logical and sequential essay and be able to cite sources appropriately.
2. Write an investigative report and provide, clear, logical and documented evidence designed to analyze over-the-counter products, and provide recommendations for use based on the information gathered.

**Course Policy:**

1. All assignments (journal entries, essays, and investigative reports) must be turned in on time! Delinquent assignments, if accepted, will be penalized with a reduction of points or letter grade.
2. Students will be allowed to rewrite essays that require substantial revision to improve their grade. A referral to the writing center will be given and students must provide documentation of visiting the writing center.
3. No make-up examinations will be given without a written medical excuse!
4. Plagiarism and cheating are against University policy and will not be tolerated. A grade of zero will be given for plagiarism and/or cheating.

**Required Textbooks:**

- Freshman English 003 Handbook (Little, Brown or Allyn & Bacon)
- Ksir, C., Hart, C L, Oakley, R., Drugs, Society, and Human Behavior. Boston: McGraw-Hill, 12<sup>th</sup> ed., 2008.

**ADA NOTE\*\* ("Under the American Disabilities Act, if you want to be identified as a person with a disability and need accommodation, please make an appointment to see the instructor of this course.")**

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**Course Content:**

- January
- 8- Orientation
  - 13- Drug Use: An Overview  
Principles of Psychoactive Drug Use  
Pharmacological Revolutions  
Antecedents and correlates of specific drug use
  - 15- **Diagnostic Essay:** An analysis of the "drug problem"
  - 20- Holiday (Presidential Inauguration)
  - 22- Drug Use as a Social Problem  
**Journal Entry I.**
  - 27- Addictions: Theory and Treatment  
Processes related to addiction
  - 29- **Focused Journal entry II:** Pose a question(s) related to addiction that has not been adequately addressed. How would you respond to the question(s)?
- February
- 3- Drug Products and their Regulations  
**Focused Journal entry III:** List and briefly describe the purpose of the specific drug laws that have been enacted
  - 5- Drugs and the Nervous System
  - 10- The Actions of Drugs  
**Focused Journal Entry IV:** Explain the action of drugs on the Nervous System to an average 6 year-old child.
  - 12- Examination I
  - 17- Stimulants  
**Focused Journal Entry V:** Outline and summarize the information on stimulants and depressants.
  - 19- Depressants; Inhalants
  - 24- Independent Study
  - 26- Psychotherapeutic drugs (Medication for Mental Disorders)  
**Journal Entry VI**

- March
- 3- Alcohol in the body and society  
**Essay: Effects of Alcohol on the Mind and Body**
  - 5 - Examination II
  - 10- Tobacco  
**Essay: Kicking the Habit: How and Why?**
  - 12- Caffeine; Dietary Supplements; Over-the-Counter Drugs  
**Investigative Report Presentations**
  - 17-19 **Spring Break**
  - 24- Opiates  
**Focused Journal Entry VII:** Reflections on heroin addiction and methadone treatment
  - 26- Examination III  
**Focused Journal entry VIII:** Explain the following concepts: animism, synesthesia, and the toad-licking phenomenon
  - 31- Hallucinogens
- April
- 2- Marijuana and Hashish
  - 7- **Essay: The Pros and Cons of Marijuana Legalization**
  - 9- Performance Enhancing Drugs  
**Journal Entry IX**
  - 14- **Essay: Drugs and the College Athlete**  
Peer Reviews and Class Discussion
  - 16- Preventing Substance Abuse: Breaking the Cycle  
**Focused Journal Entry X:** Briefly describe the drug prevention programs that have been implemented. What are some non-drug highs?  
Treating Substance Abuse and Dependence
  - 21- **Senior Exams**
  - 23 - Examination IV

**Writing Assignments**

Students are required to complete the following writing assignments:

- 1 Diagnostic Essay
- 7 Focused Journal Entries
- 3 Journal Entries
- 4 Essays
- 1 Investigative Report

*After assignments have been graded, place them in a pocket folder.*

### **Guidelines for Writing Assignments**

#### Format

Name & ID#:	Course Name:
Instructor's Name:	Date:

All assignments prepared outside of class should be typewritten on one side of an 8 1/2" x 11" sheet of paper in a 10 or 12 font. In-class assignments must be legible and neatly written. The evaluation of essays and reports will be based on content, organization and style - including grammar and spelling. References should be cited in the APA style format.

#### **Diagnostic Essay**

Based on the information in the text on *Drug Use: An Overview* and your perception of drug use in your community or hometown, write a 250 word essay ( one typed page) analyzing the "drug problem" by answering the questions who, what, when, where, why and how. Use the format cited above. Diagnostic essays may be revised with the assistance of a tutor. Successful revisions will result in an increase of one letter grade. **Assignment due: January 15, 2009.**

#### **Journal Entries**

The purpose of the journal entry is to help you to focus and comprehend the information in the textbook. Each student is required to complete 10 journals (7 focused journal entries and 3 journal entries). The topics for the focused journal entries are identified in the Course Content section. The focused journal entries must be typed and turned in on the due date. The journal entries are done in class and can not be made-up. The journal entries can be personal reflections on the specific topic or a related issue. These journal entries must be neatly written or printed.

#### **Essays**

Each essay should be a minimum of three (doubled-spaced) typed pages. References should be cited in the APA style format. The specific essay topics and the **due dates are identified in the Course Content section.**

#### **Investigative Report**

Each student is required to complete an investigative report on **one** of the following categories of **over-the-counter** drugs: **pain relievers** or **cold remedies**. The report should include the following information:

- A minimum of 3 products from the over-the counter drug category that you choose, for example, Tylenol, Datril and CVS acetaminophen. It is imperative that you compare products that have the same active ingredient. **So do not compare Tylenol with Bayer Aspirin, because the active ingredient is different.**
- Research on the active ingredient(s) contained in the product
- other ingredients in each product
- the conditions the products are recommended to treat
- contraindications or warnings associated with the use of the products
- possible side effects
- the recommended dosage.

After, investigating these products, which would you recommend? Why or why not? Discuss non-drug alternatives that could be used to treat the symptoms the products are designed to treat. Cite at least 3 valid, reliable sources that you used to obtain the information in the report. **The investigative reports are due on: March 12, 2009.**

**Grades will be computed as follows:**

Diagnostic Essay	5%
Journal Entries	20%
Essays	15%
Investigative Report	20%
Exams	<u>40%</u>
	100%

**Writing Resources**

- Writing Across the Curriculum (WAC) website: <http://www.cetla.howard.edu/wac>
- Referral form: <http://www.cetla.howard.edu/wac/referral.aspx>
- The Writing Center (Locke Hall, Room 100)
- Digital Library Workshop: <http://138.238.41.254/Reference/classes.html>
- Plagiarism: <http://www.howard.edu/library/Assist/Guides/Plagiarism.htm>

**Special Note: Each student must insert their preferred e-mail address on Blackboard under this course. This will allow the instructor to communicate with the class as a unit outside of the classroom setting.**

**\*\*Mid-term status report due: February 25, 2009**

**The last day to withdraw from the class is April 6, 2009**

HOWARD UNIVERSITY POLICY AGAINST SEXUAL HARASSMENT AND  
GENDER-BASED DISCRIMINATION IN EDUCATION PROGRAMS AND  
ACTIVITIES (Approved by the Board of Trustees June 5, 1999)

## **POLICY STATEMENT**

Howard University (the "University") reaffirms its commitment to provide opportunities in education and employment free from illegal discrimination based upon gender, sexual orientation, or marital status. In furtherance of this commitment, the University strives to maintain an environment in which all members of the University Community are: (a) judged and rewarded solely on the basis of relevant factors such as ability, experience, effort, and performance; and (b) provided conditions for employment and educational pursuits that are free from gender-based coercion, intimidation, or exploitation.

It is also the policy of the University not to discriminate on the basis of gender in the education programs and activities that it operates. Such discrimination is a violation of Title IX of the Education Amendments of 1972, as amended ("Title IX"), and its implementing regulations (34 CFR Part 106).

In addition to violating Federal and local law, sexual harassment can result in both physical and psychological harm to victims, while corrupting the positive work and academic environment the University strives to maintain. Therefore, sexual harassment on the part of any member of the Howard University Community shall not be tolerated under any circumstance or condition.

The University considers all allegations of sexual harassment to be extremely serious matters. Every complaint of sexual harassment submitted to the University in accordance with this Policy will be reviewed and investigated.

**Students with Disabilities: (according to the American Disabilities Act)** Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of the semester.