

**RECEIVED**

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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

Date Submitted: 6/17/2013

1b. Department/Division: Forestry

1c. Contact Person

Name: Steven Price

Email: steven.price@uky.edu

Phone: 859-257-7610

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: FOR 510

2c. Full Title: Herpetology

2d. Transcript Title: Herpetology

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

LABORATORY: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 4

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

- 2j. **Course Description for Bulletin:** This is a 4-credit, advanced biology and/or wildlife course about amphibians and reptiles for both undergraduate and graduate students. Lectures and labs follow two concurrent themes: 1) a survey of amphibians and reptiles, with special emphasis on Kentucky species, and 2) a general analysis of amphibian and reptile biology, ecology, conservation and management.
- 2k. **Prerequisites, if any:** All students enrolled in FOR 510 should have taken at least one college-level Biology course.
- 2l. **Supplementary Teaching Component:**
3. **Will this course taught off campus?** No  
If YES, enter the off campus address:
4. **Frequency of Course Offering:** Spring,  
Will the course be offered every year?: Yes  
If No, explain:
5. **Are facilities and personnel necessary for the proposed new course available?:** Yes  
If No, explain:
6. **What enrollment (per section per semester) may reasonably be expected?:** 15
7. **Anticipated Student Demand**  
Will this course serve students primarily within the degree program?: Yes  
Will it be of interest to a significant number of students outside the degree pgm?: Yes  
If Yes, explain: Biology, Natural Resources and Environmental Sciences, and Animal Sciences will likely enroll in this course. Graduate students in Forestry, Biology, and Animal Sciences may also enroll.
8. **Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,  
If No, explain:
9. **Course Relationship to Program(s).**  
a. **Is this course part of a proposed new program?:** No  
If YES, name the proposed new program:  
b. **Will this course be a new requirement for ANY program?:** No  
If YES, list affected programs:
10. **Information to be Placed on Syllabus.**  
a. **Is the course 400G or 500?:** Yes  
b. **The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached:** Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|TTBA225|Terrell T Baker|FOR 510 NEW Dept Review|20130516

SIGNATURE|LGRABAU|Larry J Grabau|FOR 510 NEW College Review|20131009

SIGNATURE|JMETT2|Joanie Ett-Mims|FOR 510 NEW Undergrad Council Review|20140424

SIGNATURE|ZNNIKO0|Roshan N Nikou|FOR 510 NEW Graduate Council Review|20140502

**Courses** | **Request Tracking**

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

ID	Attachment
<a href="#">Delete</a> 3265	HerpetologyFOR510-Syllabus-3192014.doc

**1**

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
  - \* Contact Person Name:  Email:  Phone:
  - \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>
- e. Should this course be a UK Core Course?  Yes  No  
 If YES, check the areas that apply:
  - Inquiry - Arts & Creativity  Composition & Communications - II
  - Inquiry - Humanities  Quantitative Foundations
  - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
  - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
  - Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="text" value="3"/> Lecture	<input type="text" value="3"/> Laboratory <sup>1</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other		If Other, Please explain: <input type="text"/>	
- g. \* Identify a grading system:
  - Letter (A, B, C, etc.)
  - Pass/Fail
  - Medicine Numeric Grade (Non-medical students will receive a letter grade)
  - Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours:   
 If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

This is a 4-credit, advanced biology and/or wildlife course about amphibians and reptiles for both undergraduate and graduate students. Lectures and labs follow two concurrent themes: 1) a survey of amphibians and reptiles, with special emphasis on Kentucky species, and 2) a general analysis of amphibian and reptile biology, ecology, conservation and management.

## k. Prerequisites, if any:

All students enrolled in FOR 510 should have taken at least one college-level Biology course.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 15

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

Biology, Natural Resources and Environmental Sciences, and Animal Sciences will likely enroll in this course. Graduate students in Forestry, Biology, and Animal Sciences may also enroll.

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>2</sup>for ANY program?  Yes  No

If YES <sup>2</sup>, list affected programs:

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log

☞ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)  
☞ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.  
☞ In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)   [Save Current Changes](#)

**Course Syllabus  
FOR 510  
HERPETOLOGY**

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**Class Period**

Lecture: Room 212 T.P. Cooper Building; 3 hours per week (MWF 12:00-12:50)

Lab: Room 113 T.P. Cooper Building; 3 hours per week (M or W 2:00-4:50)

**Instructor**

Dr. Steven J. Price

Office 208(A) T.P. Cooper Building

859-257-7610

[steven.price@uky.edu](mailto:steven.price@uky.edu)

**Teaching Assistant**

Mr. Christian Oldham

Office 123 T.P. Cooper Building

[christian.oldham@uky.edu](mailto:christian.oldham@uky.edu)

**Office Hours**

By appointment, or 1-2 on most Wednesdays and Fridays.

**Important**

I use e-mail as a regular form of communication and I will check e-mail several times during work hours (8:00 am to 5:00 pm) each day (M-F). **You should check your e-mail at least once daily, respond to e-mail inquiries within 24 hours of receiving the e-mail and feel free to e-mail me with questions.**

**Required Readings**

1. Vitt, L.J. and J. P. Caldwell. 2009. Herpetology, 3<sup>rd</sup> Ed. Elsevier

2. *Laboratory Handouts/Discussion Papers* online, emailed or delivered in lecture/lab

3. Conant, R. and J.T. Collins. 1998. Reptiles and Amphibians: Eastern/Central North America. Houghton Mifflin Company

**Prerequisites**

All students enrolled in FOR 510 should have taken at least one college level Biology course.

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**COURSE OVERVIEW**

**Course Description**

This is a 4-credit, advanced biology and/or wildlife course about amphibians and reptiles serving both undergraduate and graduate students. Lectures and labs follow two concurrent themes: 1) a survey of amphibians and reptiles, with special emphasis on Kentucky species, and 2) a general analysis of amphibian and reptile biology, ecology, conservation and management.



### **Student Learning Outcomes**

1. Students will detail the evolutionary history and phylogenetic origins of major groups of amphibians and reptiles and describe the biological characters which distinguish amphibians and reptiles from one another and other vertebrate groups.
2. Students will describe the taxonomy, systematic relationships, patterns of distribution and ecology of many of the amphibian and reptile families of the world, genera of North America, and species in Kentucky.
3. Students will describe the major conservation issues and proper management of amphibian and reptile populations.
4. Students will define field and lab identification techniques and methods used for sampling reptile and amphibian populations.
5. Students will educate peers on reptiles and amphibians through detailed descriptions of Kentucky species and discussions of major conservation issues.

### **Course Assignments**

Lab Exams (2)	30 %
Lab Presentations	10 %
Lecture Exams (2)	30 %
Cumulative Final Exam	20 %
Attendance/Discussion/Participation	10 %

### **Summary Description of Course Assignments**

**Lab Exams:** Students will be responsible for identifying amphibians and reptiles to species, genus, family, and/or order. Questions pertaining to natural history may also be included. Testing materials include preserved specimens, live specimens, images (i.e., slides), and vocalizations.

**Lab Presentations:** Groups of students will be responsible to give 1 lecture (i.e., ppt presentation) on an amphibian or reptile order to the lab. These lectures will focus on species found in Kentucky. For each species, student groups are required to highlight the following information: 1) Family, genus and species, and common name, 2) identifying characteristics, 3) confusing species (i.e., species that may look similar) and ways in which to differentiate among similar species, 4) geographic range in Kentucky, 5) habitats preferred by the species, 6) aspects of reproduction (i.e., timing, vocalizations, etc.), 7) foraging mode and diet (if available), 8) defensive behaviors, and 9) conservation status/threats in Kentucky. Use images to illustrate your points! I will provide handouts and keys to aid students in the development of their presentations. This presentation will require students to collaborate and participate equally. After the presentation, each student member of the group will get evaluated by their group members.

**IMPORTANT: All student groups must run through their presentation with Dr. Price and/or Mr. Oldham at least 3 business days prior to presenting. Failure to do so will result in a 20% reduction of your presentation grade.**

**Lecture Exams:** Students will be tested on material covered during the lecture portion of the class. Exams consist primarily of short-answer and essay questions.

**Cumulative Final Exam:** The final exam will include material from **lecture and lab**. Questions will test student knowledge on some of the “big picture” concepts discussed in class.

**Attendance/Discussion/Participation:** Everyone is expected to actively participate in class, both in lab and lecture. To actively participate, you **must come to class on time and be prepared for class**. Everyone is expected to be familiar and have read the material we are covering before class. Be ready and don't be shy - I will periodically call on you to answer questions or lead discussions during class.

**Group Work and Student Collaboration:** Students will collaborate on lab presentations (see above) and will work together in both lab and lecture settings. It is important that all students participate in these endeavors. Specifically, in relation to the lab presentations, students will be evaluated by Dr. Price and their group members. These evaluations will be incorporated into the overall grade for the presentation.

**Additional Assignments for Graduate Students:** Graduate students will be responsible for giving 1 lecture during the course of the semester on a topic of interest. The lecture will constitute 5% of their overall grade, and counts towards Attendance/Discussion/Participation (see above).

### **Course Grading**

#### **Undergraduate Grading Scale**

- A:  $\geq 89.5\%$
- B:  $\geq 79.5\%$  and  $< 89.4\%$
- C:  $\geq 69.5\%$  and  $< 79.4\%$
- D:  $\geq 59.5\%$  and  $< 69.4\%$
- E:  $< 59.4\%$

#### **Graduate Grading Scale**

- A:  $\geq 89.5\%$
- B:  $\geq 79.5\%$  and  $< 89.4\%$
- C:  $\geq 69.5\%$  and  $< 79.4\%$
- E:  $< 69.4\%$

### **Final Exam Information**

Date and time of the final exam is established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>). In the past, the final exam was April 29<sup>th</sup> at 10:30 am in TPC 212.

### **Mid-term Grade**

Mid-term grades for undergraduates will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

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## **COURSE OUTLINE**

### **Week 1 (Jan 9, 11)**

Lecture: Introduction to Herpetology/Reptile and Amphibian Origins

Readings: Chapter 1 in Vitt and Caldwell  
Lab: No Lab

**Week 2 (Jan 14, 16, 18)**

Lecture: Reptile and Amphibian Origins/Evolutionary History  
Readings: Chapters 1 and 3 in Vitt and Caldwell

Lab: Caecilians and Salamanders (in part)  
Readings: Chapters 15, 16 in Vitt and Caldwell; Salamanders in Conant and Collins

**Week 3 (Jan 23, 25) No Class on 21<sup>st</sup>**

Lecture: Anatomy of Amphibians and Reptiles  
Readings: Chapter 2 in Vitt and Caldwell

Lab: No Lab

**Week 4 (Jan 28, 30, Feb 1)**

Lecture: Anatomy of Amphibians and Reptiles  
Readings: Chapter 2 in Vitt and Caldwell

Lab: Plethodontid (lungless) Salamanders (Student Group Presentation # 1)  
Readings: Chapter 16 in Vitt and Caldwell; Salamanders in Conant and Collins; Lab handouts

**Week 5 (Feb 4, 6, 8)**

Lecture: Anatomy and Physiology of Reptiles and Amphibians  
Readings: Chapters 2 and 7 in Vitt and Caldwell

Lab: Anurans (Student Group Presentation # 2) and their vocalizations  
Readings: Chapter 17 in Vitt and Caldwell; Frogs in Conant and Collins; Lab handouts

**Week 6 (Feb 11, 13, 15)**

Lecture: Physiology of Amphibians and Reptiles  
Readings: Chapters 6, 7 in Vitt and Caldwell

Lab: Amphibian Review (all specimens on display)

**Week 7 (Feb 18, 20) No Class on the 22<sup>nd</sup>**

Lecture: Physiology of Amphibians and Reptiles; Reproduction  
Readings: Chapters 4, 6, 7 in Vitt and Caldwell

Lab: Amphibian Lab Exam

**Week 8 (Feb 25, 27, Mar 1)**

Lecture: Exam I on Feb 25; Reproduction and Life History  
Readings: Chapter 4 in Vitt and Caldwell

Lab: Lizards and Crocodylians (Student Group Presentation # 3)  
Readings: Chapter 19 and 20 in Vitt and Caldwell; Lizards and Crocodylians in Conant and Caldwell

**Week 9 (Mar 4, 6, 8)**

Lecture: Reproduction, Life History, and Reproductive Modes

Readings: Chapters 4 and 5 in Vitt and Caldwell

Lab: Snakes (Student Group Presentation # 4)

Readings: Chapter 21 in Vitt and Caldwell; Snakes in Conant and Collins; lab handouts

Midterm grades available by March 8th

**Spring Break (Mar 11-15)**

**Week 10 (Mar 18, 20, 22)**

Lecture: Spacing, Movements, Orientation and Communication

Readings: Chapter 8 and 9 in Vitt and Caldwell

Lab: Turtles (Student Group Presentation #5)

Readings: Chapter 18 in Vitt and Caldwell, Turtles in Conant and Collins; lab handouts

**Week 11 (Mar 25, 27, 29)**

Lecture: Foraging and Diets

Readings: Chapter 10 in Vitt and Caldwell

Lab – Reptile Review

**Week 12 (Apr 1, 3, 5)**

Lecture: Defense and Escape; **Exam II on April 5**

Readings: Chapter 11 in Vitt and Caldwell

Lab: **Reptile Exam**

**Week 13 (Apr 8, 10) No Class on the 12<sup>th</sup>**

Lecture: Ecology

Chapters 12 in Vitt and Caldwell

Lab: Bluegrass Herping (Marble Creek)

**Week 14 (Apr 15, 17, 19)**

Lecture: Biogeography, Conservation and Management

Readings: Chapters 13 and 14 in Vitt and Caldwell

Lab: Field Trip to Red River Gorge (\*possible Saturday trip)

**Week 15 (Apr 22, 24, 26)**

Lecture: Conservation and Management (Graduate Student Lectures)

Readings: Chapter 14 in Vitt and Caldwell

Lab: Turtle Trapping and other field techniques

## COURSE POLICIES

### Animal Use

This class requires the use of preserved animals. We may also handle or examine live animals, although this is not required. If you have a problem with the use of animals in research or teaching, **you should talk to me immediately**. Do not wait until the laboratory when we use the animals – that will be too late.

### Classroom behavior, decorum, and civility

All cell phones must be turned off before lecture and lab work begins. Because we will be working both in the lab with preserved specimens and in the field with live animals, I expect you to dress appropriately for this work. Please wear close-toed shoes in the lab and in the field. Pants (i.e., jeans, field pants, sweat pants) should be worn in the field and long-sleeve shirts are also recommended. Some field sites that we travel to will be buggy and long-sleeve shirts and pants will help. It goes without saying that everyone should treat each other (including the preserved and live specimens) with respect during lecture and lab portions of the class. Failure to adhere to these standards will result in a reduction of the Attendance/Discussion/Participation portion of the grade.

### Professional Preparation

This course helps prepare you for your professional career. Students are expected to attend class and be on time to both lecture and laboratory sections of the class. Excessive (>3) tardiness will result in a reduction of the Attendance/Discussion/Participation (see above) portion of the grade. Additionally, students will be prepared to participate in class discussion. Please be professional at all times.

### Attendance Policy

You must initial the roll sheet each day you are here. Excessive unexcused absences (4 or more) during lecture will result in a reduction of your grade. For each unexcused absence after the permitted 3 days, your final lecture grade will be reduced by 2% for each day missed. You cannot miss any labs without a legitimate, excused reason. Missing a lab without a legitimate, excused reason will result in a 20% reduction of your lab grade (and 30% thereafter if you miss more than one lab).

Make-up exams and assignments will be given only to students who miss an exam as a result of excused absences. In all other circumstances, a grade of 0 (zero) will result for the missed exam.

The official UK statement on excused absences (S.R. 5.2.4.2) defines the following as acceptable reasons for excused absences:

- a. serious illness;
- b. illness or death of family member;
- c. University-related trips;
- d. major religious holidays;
- e. other circumstances your professor finds to be "reasonable cause."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.