Meet Your Instructor

DEPARTMENT: Health Information Management

COURSE NUMBER: HIM 2360

COURSE NAME: Medical Terminology

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Welcome to HIM 2360, Medical Terminology. Medical terminology is the language of medicine and healthcare. Mastering the medical terms is much like learning a foreign language. There are key items that will facilitate your learning this language which includes acquiring a good command of the foundations covered in the first four chapters of the textbook. From that point on, it is important to learn the material in each chapter before moving on to the next chapter. As your instructor for this course, I am here to support and guide your learning of this material. Contact me if you have questions. It is up to you though to learn the material and make the terms a part of your vocabulary. Over the years of teaching this course, I have observed that successful students find their own best way to learn the material and not all utilize the same means. The textbook for this course, The Language of Medicine by Chabner has a wealth of exercises that are not required for submission but can be an important resource for gaining a command of this language. Some students make flashcards, some use the CD that comes with the text and others find other resources that are helpful. An indicator of satisfactory retention of the material is when the majority of the questions in the book can be answered without looking at the answers.

Speaking of the textbook, it is very comprehensive and includes much anatomy and physiology, and abbreviations. This is a terminology course and the focus is on the actual medical terms with the questions on the lessons and exams limited to the medical terminology rather than the anatomy/physiology and non-medical terminology information. This extra information can serve as a resource to put the terms in context for you and provide an understanding of how the terms are used. Abbreviations are used throughout the documentation of medical care but for this class learning the actual medical terms is vital.

Again, welcome to the course and the language of medicine. You will find that you already know some of the terms or parts of them which is a big start. Best of luck in the course.

Instructor Information:

https://tracs.txstate.edu/portal/tool/6bbeb709-da67-4d17-8cab-31620808b2e9/printFriendly
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Course Description

**COURSE DESCRIPTION**

Recognizing and understanding the vocabulary of healthcare professions. Emphasis on medical prefixes, suffixes, and word roots as used in oral and written communications

DRAFT - The Importance of Learning Medical Terminology

**The Importance of Learning Medical Terminology**

Below are links to articles about the importance of learning medical terminology. The title of the article and a brief statement are also provided. These resources are for your information only and not required reading for the course. I do think that it is important for one going into a career field requiring the use of medical terminology or one where you may be indirectly exposed to it, consider why learning this language is important. It should put the value of having command of these terms in perspective with your career goals.

**The Language of Healthcare: Learning Medical Terminology**  
[https://www.aimseducation.edu](https://www.aimseducation.edu)  
Mar 20, 2013 - Medical terminology is the standardized means of communication within the healthcare industry. The importance of fluency in medical terminology, which applies to all hospital personnel, including allied healthcare professionals, cannot be overstated.

**Why Medical Terminology Is So Important To Learn**  
[aviditymedicaldesignblog.com](http://aviditymedicaldesignblog.com)  
Oct 16, 2014 - Medical terminology is important if you work in the healthcare field. It is the basis for all that you will do. It is used to describe symptoms, diagnoses, tests that need to be ordered and ran, and special medical equipment.

**Importance of medical terminology in healthcare**  
Oct 7, 2013 - Medical terminology's importance in the industry - Ever wonder why they have a lot of complicated terms they use in the medical field?

**Why is medical terminology important in the medical field?**  
[www.answers.com](http://www.answers.com)  
Medical terminology is extremely important in the medical field, because it is ..... Why learning all medical terminology for medical biller and coder is important?

**Why You Need Medical Terminology | Journal of AHIMA**  
[journal.ahima.org](http://journal.ahima.org). American Health Information Management Association  
Jul 1, 2012 - Healthcare terminology provides a standardized “language of ... each person doing their job to the best of their skills and knowledge. ... I knew that medical terminology was very important and necessary in the medical field, ...
Best Practices* for Successful Completion of Medical Terminology by Correspondence Study

*These “best practices” are compiled from feedback and comments from former medical terminology and distance learning students and from my observations related to student success in this course. Everything on the list is a suggestion, something for you to consider as you prepare to complete this course. But, these are also traits exhibited by the most successful students in the course. Success being that they completed the course with the grade they desired (but worked for!), completed in a timely manner, and seemed to have a good command of medical terminology. The most common habits of successful students include:

- Plan your schedule for submitting lessons and taking exams. There are no set due dates nor reminders from the instructor to submit lessons. Being able to complete the course on your schedule is one of the benefits of taking a course through Correspondence Study but there is not an unlimited amount of time. From the time you register for the course you have 9 months to complete this course. Using these parameters – the date you sign up and the date you must complete the course – establish your own timeline for submitting each of the 10 lessons and the two exams. The midterm can be scheduled once you submit lessons 1 -5 and then the comprehensive final exam can be scheduled once lesson #10 has been submitted. Also if you must complete the course in less time than is allowed due to course being a prerequisite to another or for entry into a degree program or for graduation, you these dates as your end dates for the amount of time that you have to work with.

- Review the TRACS site to learn what has been provided and where to supplement the textbook for the course.

- Studying: Find your own best way. The same does not work for everyone in a course such as medical terminology. Most find it helpful to do the exercises in the text, especially the ones where you are required to determine the meanings of words or to build words. Many of the exercises can be used as quick reviews of the new vocabulary, prefixes, combining forms, suffixes, and prefixes for each chapter. There are on-line resources available to students at the publisher’s website. See text for log in information. Some find it useful to make flashcards or to study with a partner quizzesing each other on the terms. One very helpful practice has been to periodically go back to previous chapters to review. You continue to use some of the same word parts throughout all chapters.

- Suggested for learning the material in each chapter:
  - Review chapter to see what content is included. For chapters over the individual body systems, review the anatomy and physiology, A & P, briefly to just become somewhat familiar with the parts and function of that part of the body but remember this is a terminology course, not an A & P course so you are not responsible for all of this A & P information.
  - Review the power point presentation in notes view to see the objectives and key items for the chapter
  - Go back to the chapter in the textbook to review the vocabulary lists, labs and procedures

- Studying – Find your own best way. Suggestions are to do the exercises in the text, make flash cards, use online resources available from the publisher of the text, have some quiz you, etc.

- When you feel that you have a command of the material, take the review quiz that is in Assessments (one quiz for each chapter). Take the quiz without looking at the book or other resources. This quiz is self-graded with immediate feedback provided to you and is not to be submitted for a grade. If score is not acceptable, 80% or above, return to the chapter for further review and study.
  - Once all of the chapters required for a lesson have been adequately studied, submit the required lesson for grading. Lessons are found in Assessments with the title identified with SUBMIT, listing the lesson number and the chapters included in the particular lesson.
  - Remember to periodically go back over previous chapters to review and maintain comprehension of material for the midterm and final exams. The final exam is comprehensive over the entire book.

DRAFT - HIM 2360 FAQ

HIM 2360 Medical Terminology -- FAQs

How many lessons can I submit at one time?

You can submit no more than two lessons at a time. If more than this are submitted, they will be returned to you to resubmit at the appropriate time or held for grading.

When can I take the midterm and final exams?

The midterm can be scheduled after the 5th lesson has been submitted and the final scheduled after all 10 lessons have been submitted. Contact the Correspondence Study Office to make arrangements to take these exams.

Are the midterm and final exams taken online?

No, they are to be taken in the Correspondence Study Office on campus or at a proctored site with arrangements made by
the Correspondence Study Office.

Is the final exam over all of the lessons?

Yes, it is a comprehensive final exam over all of the lessons in the course. It also should be noted that a grade of 60% or above must be earned on the final exam to pass the course.

Do you have a study guide for the exams?

No. The material in the textbook is the best source of review. See if you can answer the review questions in each chapter to determine your understanding and level of comprehension of the material. The prefixes, suffixes, and combining forms should be the focus of the review plus the other medical terms that cannot be broken down into these component parts. You are not responsible for the anatomy and physiology information.

What is the final grade for this course bases on? How is it calculated?

The scores on the 10 lessons, the midterm and the final exam are all used in determining the final grade for the course. The lessons are worth 25% of the final grade, the midterm 25%, and the final 50%. In addition, a score of 60% or above must be earned on the final exam to pass the course.

When will my final grade for this course be recorded?

Once the final exam has been graded and the final course grade calculated, the grade is submitted and will be processed by the Correspondence Study Office before it is posted to your transcript. Please note that due to mailing, grading, processing, etc. this process may take several weeks. Please plan on taking the final at least two weeks before the end of a semester, if you need it for graduation or proof of completion for that semester. Do not plan on taking the final exam during the final exam days for regularly scheduled classes.

Can I do extra work to bring my grade up?

No.

Learning Outcomes

COURSE OBJECTIVES

Upon completion of the course the student should be able to:

1. Analyze the elements (prefixes, roots, and suffixes) of a medical term and determine the meaning of the term.
2. Construct and identify medical terms from prefix, root and suffix elements.
3. Proficiently use text and other references to locate, define and correctly pronounce the medical term.
4. Recognize and write standard abbreviations for common terms.
5. Name and describe various types of diseases and operations.
6. Formulate an individual system for retention and building of a medical vocabulary

How to be successful in this course

Completing this course successfully will require time and effort on your part. Accordingly, I've compiled the following list of study practices that I believe will help you to be successful in this course:

- Realize that you cannot cram this material. Slow and steady wins the race. Please do not try to complete this course in an unreasonably short period of time. One of your first tasks in this course should be to prepare a schedule and stick to it. (The Course Study Schedule (.pdf) will help you do this.) I suggest you plan to cover no more than one chapter every two weeks. Be careful about stepping away from the course material for an extended period of time.

- Fully utilize your textbooks online resources. Recognize that learning is not a spectator sport. Would you expect to watch someone on a sports field and then go and perform at the same level? No. It's the same with online courses. Think of your brain as a muscle; you've got to build it up and get it in shape by practicing, and you practice.
- Make a plan. Self-motivation is necessary for successful completion of this course; no one will be pushing you but you. Use the Course Study Schedule (.pdf) to help you identify target dates and chart a path for progressing through the course, including when you'll complete each homework, project, chapter test, and exam. You will benefit the most by completing the assignments in the sequence shown on the study schedule. Also, as you plan your submission dates, remember that I have five business days from the date of receipt to grade your projects, midterm exam, and final exam. Life happens; update your schedule as needed.

- You are not alone. Though self-paced courses offer tremendous convenience for students, they also leave some students feeling isolated. Remember that I am here to help. If you have questions about the course content or structure, please email me via the Mail tool in the left-hand navigation menu. You can also visit the useful links to reference materials, interactive activities, and videos provided in the lessons. If you're on campus, remember also that you can utilize SLAC for free tutoring. Those of you distant from campus have access to free online tutoring via Smarthinking.

Required Texts


A number of student resources are provided by the publisher at the following website:

https://evolve.elsevier.com/cs/product/9781455745241?role=student Register for the student option “ON YOUR OWN” to access this material.

Resources at the website include:
- Mobile Resources
- Quick Quizzes
- Flash Cards
- Mobile Dictionary
- Games
- Exercises
- Glossaries

**Ordering Textbooks**

Books can be ordered through the Texas State University Bookstore or an online vendor of the student's choice, such as Amazon.com, BarnesandNoble.com, or Half.com, or from a brick-and-mortar bookstore.

When purchasing required materials for a course, be sure to purchase the correct edition of the material and to verify that the material's International Standard Book Number (ISBN) matches that listed on the course website.

Should you require any assistance in locating course materials, please call the Office of Distance and Extended Learning at 512.245.2322.

Please keep in mind that all materials should be purchased within 30 days of enrollment; after 30 days, materials may no longer be
available for your course.

When ordering from the online bookstore:

- Allow plenty of time for textbooks to arrive before class.
- Order early! You will need your textbook for the first week of class.
- NOTE: Please be aware International versions of the text may differ from the Domestic (North American) version required for your course.

Course Procedure

**Correspondence Self-Paced Course Considerations**

A student choosing to complete a course via correspondence study must accept responsibility for their own learning. This involves setting your own timeline for submitting lessons and scheduling exams, finding your own best way to learn this material utilizing the many resources that are available, and taking the initiative to contact the instructor and Office of Distance and Extended Learning as needed.

Steps that should be taken by the student include:

- Becoming familiar with all course material including the textbook, TRACS website, and the publisher provided online resources.
- Reading the lesson objectives as a starting point for each lesson. This will provide a means to narrow focus and know the intent of the lesson. It would be a good practice to re-read the objectives upon completion of the lesson to assess your meeting the intent of the lesson.
- Working through the material in the most beneficial way. Most lessons are comprised of more than one chapter. One chapter at a time should be worked on to achieve mastery of that material before going on to the other chapters in the lesson.
- Periodically reviewing of previous chapters. There is some repetition as you continue on through the rest of the text and lessons and one becomes more aware of patterns for building and defining medical terms.
- Reviewing the instructor prepared Power Points for each lesson in Notes view to see the speaker notes. The speaker notes are the instructor’s comments and “lecture” material.
- Assessing your comprehension of the material. Once you have a good command of the material and can answer questions on the various exercises. Lessons to be submitted are found at the TRACS Assessment link. The lessons are comprised of multiple choice, matching, short answer and defining terms.

**Scheduling Your Time**

This is a self-paced course with you establishing your own timeline for completing the lessons (assessments) within the time-frame allowed for completing the course. It is important that you use your time wisely to be able to complete all lessons and take the exams within the allowed time. It is recommended that you complete a lesson approximately every two weeks. One should wait for one lesson to be graded before submitting the next lesson. Time should be allotted for going through the information on the TRACS site and the textbook and using whatever techniques you find best for you to learn this material plus the time needed to complete the lessons for submission.

**Lessons (Assessments)**

**Lessons (Assessments)**

There are ten lessons to be submitted for grading. Submission is via the course TRACS site at the Assessments tab. Students may submit no more than two assignments each week.

The content for each lesson is as follows:

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>3, 4</td>
</tr>
<tr>
<td>3</td>
<td>5, 6</td>
</tr>
</tbody>
</table>
Exams

The midterm can be taken after submitting lesson #5. The comprehensive final exam can be taken following submission of lesson #10. The midterm is over the material on lessons 1-5. The final is comprehensive over all of the lessons in the course. Arrangements for these exams are made through the Office of Distance and Extended Learning utilizing the required exam request form that can be found in Resources, Documents.

Preparing for the midcourse and final exams:

- Your review should be ongoing. It is a best practice to go back, and review previous chapters as you complete a new one. This will continuously reinforce the material and you will begin to notice common use of some of the word parts from one chapter to another and also how the word parts are used to build terms.
- When actually reviewing for one of the exams, review each chapter that will be included on the exam (Ch. 1-11 on midcourse exam and 1-22 on the comprehensive final exam). The focus of the this review should be on the prefixes, suffixes, and combining forms. You should know the meanings of each of these and be able to use them to build terms and determine meanings of medical terms based on this parts. Test your knowledge by 1) determining the meanings of medical terms by breaking down into the parts and arriving at a definition using the meanings of the parts and 2) by using the individual parts to build terms when given a definition or meaning.
- Use the exercises in the textbook to practice and assess your level of understanding and retention. You should be able to answer the questions without referring to the book or other resource.
- Find the method of review that works best for you - writing the word parts and definitions out, flashcards, having someone orally question you, doing the exercises in the textbook, using some of the online resources available from the publisher of the textbook, etc.
- NOTE: A grade of 60% or above must be earned on the final exam regardless of the number of points accrued from the lessons and midcourse exam.

Grading

GRADING CRITERIA

The final grade for this course will be determined as follows:

Lessons (10) 25%
Midcourse Exam 25%
Comprehensive Final 50%

You must earn a score of 60 or above on the comprehensive final exam to receive a passing grade for the course. No make-up or extra credit work can be done.

Final Course Grade is based on the following scale

A = 90-100
B = 80-89
Communication Policy

According to “Seven Principles for Good Practice in Undergraduate Education,” faculty-student contact is very important.

Accordingly, I encourage you to contact me if you have any concerns, questions, or problems. You are welcome to e-mail me by using the Mail tool in the left navigation bar. (It is important to keep all mail related to this course contained within this TRACS site.)

My policy is that during non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 48 hours. Emails received between Friday at noon and Sunday night will receive a reply on the next business day.

Electronic Resources for HIM 2360

THERE’S AN APP FOR THAT!!

Med Term Scramble is a free game that lets you test your knowledge of medical terminology by body systems. With over 30 word lists to choose from, you can prove your mastery of terms like steatorrhea and rhabdomyoma. Challenge yourself or your friends to attain perfect accuracy, or race for the best time possible. Better than flashcards, Med Term Scramble will help you master medical terminology!

Available for iOS (5.1 and above) and Android (2.3 and above). Students are at the center of everything we do! Forward this email inviting them to head to the iTunes App Store or Google play to download the FREE Med Term Scramble App to practice their word-building skills in a fun and interactive gaming environment!

GENERAL WEB SITES FOR ACCESSING HEALTH INFORMATION on diseases and medical conditions: (A wealth of additional sites can be found by searching by the name of a specific disease or condition).

health.nih.gov National Institutes of Health

Find science-based health information on symptoms, diagnosis, treatments, research..

www.mayo clinic.org/diseases-conditions Mayo Clinic

Comprehensive guides on hundreds of diseases and conditions from Mayo Clinic experts…

www.cdc.gov/diseases United States Centers for Disease Control and Prevention

Diseases and Conditions information from the Centers for Disease Control and Prevention.

www.familydoctor.org American Academy of Family Physicians

Health information and resources about illnesses, conditions and diseases provided by the organization of American Academy of Family Physicians.

healthfinder.gov Healthfinder


my.clevelandclinic.org/health Cleveland Clinic.

The scientific evidence on a number of different conditions. This website is accredited by Health On the Net Foundation.

www.who.int/en WHO, World Health Organization
The United Nations public health arm. Monitors disease outbreaks, assesses the performance of health systems around the globe, maintains world epidemiological and ...

Free Tutoring Resources

A variety of free tutoring resources are available for students enrolled in correspondence courses.

All correspondence students have access to several hours of free online tutoring from Smarthinking for subjects ranging from grammar and writing to mathematics and Spanish. Free online tutoring for writing-related assignments is also available from the Texas State Writing Center and from the Math Lab in Derrick 233.

For information on accessing these resources, please visit the Office of Distance and Extended Learning's Free Tutoring page.

Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the Student Learning Assistance Center (SLAC) on the fourth floor of Alkek Library.

TRACS Technical Support

Texas State's Information Technology Assistance Center (ITAC) provides phone and LiveChat technical support for TRACS 24 hours a day, seven days a week, 365 days a year.

To take advantage of these services, visit ITAC online or call 512.245.ITAC (4822).

Note also that a number of online TRACS tutorials are available from TRACS Facts.

Before beginning this online course, it is recommended that you review the minimum hardware and software requirements and other important information available on the ITS Course Information page.

Using Wikipedia

As a tool for scholarly research, Wikipedia can be either a grade-killer or a valuable friend, depending on who you ask and what you hope to accomplish using it. What is fairly certain is that your professor won't let you cite it in a scholarly research paper.

There are a few common reasons why you can't cite Wikipedia:

- Wikipedia is a general encyclopedia. At the collegiate or university level, your professors are looking for more than general rudimentary material. General encyclopedias usually give baseline information, the type of common knowledge that isn't usually cited. Academic subject-specific encyclopedias will often provide more scholarly and citeable information.
- There is often no way to know who is editing the entries in Wikipedia or what his or her level of expertise is.
- You cannot be sure that the content is “permanent” (although you can look at the revision history on the History page).
- You cannot be sure that the content meets standards of academic rigor. One of Wikipedia’s main principles is that it strives for a neutral point of view (which it abbreviates to NPOV). This standard states that all articles should strive to “represent… all significant views on each topic fairly, proportionately, and without bias.” The problem is that in any knowledge endeavor, much less a collaborative and ad hoc venture like Wikipedia, deciding what's neutral and having something reviewed for NPOV can be controversial undertakings and too uncertain to meet standards of academic rigor. However, having such a debate take place publicly on Wikipedia makes for interesting talk-page reading and for a good pros-and-cons debate.

Two other Wikipedia policies relevant to academic rigor are its verifiability and “no original research” policies.

Tips for Using Wikipedia Effectively

Use Wikipedia to get a general overview, and follow the references it provides as far as they can take you.
Look at the Discussion tab to see if the article you’re reading is part of a WikiProject, meaning that a group of people who care about the subject area are working in concert on its content. They may not be experts on the subject, but signing onto a WikiProject implies a writer has more than a casual interest in it.

If it is part of a WikiProject, see if it has been rated. Articles in WikiProjects go through a type of peer review. This is not the same type of peer review your professor talks about regarding scholarly research, but even such a limited review does at least imply that someone from the WikiProject has looked at the article at some point and assigned a quality rating to it. In any case, to be fairly sure that a Wikipedia article expresses what laypeople might need to know to consider themselves reasonably informed, look for a rating of B/A or above.

**Additional Resources**

You may wish to consult any or all of the following for additional help in finding and evaluating sources:

- Wikipedia assignments
- Wikipedia’s Neutral Point of View guideline
- Wikipedia on verifiability
- Wikipedia on original research (example)
- Wikipedia: Peer review
- The Seven Steps of the Research Process. A resource designed to answer questions about evaluating sources of information.
- Critically Analyzing Information Sources. This resource lists some of the critical questions you should ask when you consider the appropriateness of a particular book, article, media resource, or Web site for your research.
- Distinguishing Scholarly from Nonscholarly Periodicals: A Checklist of Criteria. This resource shows how to evaluate periodicals by looking at their format, intended audience, and appearance.
- Evaluating Web Sites: Criteria and Tools. This resource lists ways to analyze the Web sites you find.
- Evaluating Resources and Evaluating Web Resources. These resources, available on the Introduction to Research page at the Cornell University Library Web site, provide additional information.
- Five Criteria for Evaluating Web Sites. This resource offers a table of suggestions.


<https://digitalliteracy.cornell.edu/tutorial/dpl3222.html>

**Correspondence Course Information**

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the Correspondence Course Information (.pdf) page as well as the Correspondence Studies Student Handbook.

**Students with Special Needs**

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we strive to provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the Office of Disability Services, Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).
Students should then notify the Office of Distance and Extended Learning of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

Academic Integrity

The Texas State Academic Honor Code applies to all Texas State students, including correspondence students. The Honor Code serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the Texas State Student Handbook, Violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Academic work means the preparation of an essay, thesis, report, problem, assignment, or other projects, which are to be submitted for purposes of grade determination. Cheating means engaging in any of the following activities:

- copying from another student’s test paper, laboratory report, other report or computer files, data listing, or programs;
- using, during a test, materials not authorized by the person giving the test;
- collaborating, without authorization, with another person during an examination or in preparing academic work;
- knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- bribing another person to obtain an unadministered test or information about an unadministered test;
- purchasing, or otherwise acquiring and submitting as one’s own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist.

Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Abuse of resource materials means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.

Please cite all unoriginal material through the use of standard bibliographical practice. [https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/) Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.