

APPH 1060 Syllabus

Scientific Foundations of Health, Sections A and B

Fall 2026

Instructor Information

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General Course Information

Description

Everyone experiences some level of stress and adversity in their daily lives. The pressure to perform academically, complete the necessary tasks in a given day, deal with relationship issues, and/or manage financial challenges can be daunting. Learning to effectively manage life stressors is a lifelong skill. The purpose of this course is to help students improve their health and well-being and flourish in their environment by using the conceptual pillars to develop skills related to coping, resiliency, optimism, gratitude, mindfulness, and emotional intelligence. Students will be challenged to evaluate their current overall health/well-being status and identify strategies for improvement in personal and professional growth to achieve a positive, meaningful and fulfilling life.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

1. Identify the dimensions of health and the scientific basis upon which health guidelines are founded.
2. Understand the relationship between sleep, nutrition, physical activity, weight management and emotions in achieving wellness.
3. Illustrate how lifestyle choices and habits formed today may influence your risk for developing a chronic disease in the future.
4. Identify modifiable behaviors (and barriers) for change and formulate a plan to implement scientifically-based recommendations to reduce the risk of chronic health conditions.
5. Identify ways to foster a positive mental attitude to increase happiness and well-being in your life and foster better relationships by recognizing personality differences and how to handle them.
6. Understand the value of managing stress in achieving optimal wellness and identify tools to effectively cope with or eliminate the sources of stress.

7. Understand the value of a healthy lifestyle, appreciate the application of wellness principles and be able to use the information from this class to make healthier choices now and throughout life.

Course Materials

This course mostly uses Open Education Resources (OER) to help reduce student expenses.

Required:

The How of Happiness by Sonja Lyubomirsky

\$9.99 (Paper), \$8.99 (Kindle)

Feel free to use other resources to access this reading.

Grading Policy

Your grade in this course is designed to reflect your engagement and learning throughout the semester.

Grading Scale

Final grades are assigned using the following scale:

A: 89.5 and above

B: 79.5–89.4

C: 69.5–79.4

D: 59.5–69.4

Course Components

Your final grade is based on the following:

- **60%** – Assignments and Reflections
- **30%** - Group Project
- **10%** – Attendance

There is **no final exam** in this course. Instead, your grade will reflect your consistent effort and participation over time.

Final Grade Rounding Policy

At the end of the semester, final grades will be rounded up if the grade is 0.5 or higher. For example, a final grade of 89.5 will be rounded to 90 and will result in an A. Grades below 0.5 will not be rounded. For example, an 89.4 will remain a B.

This policy is applied consistently and fairly to all students.

Late Assignment/Reflection Submission Policy

It's important for us all to stay on track with deadlines to ensure the smooth running of our course and fairness for everyone. Here are the policies for late submissions without the required documentation (e.g. Dean of Student or the Athletic Department) or a discussion with me:

- Assignments/Reflections:
 - **On-Time Submission:** Assignments submitted by the due date will receive full credit with no penalty.
 - **Late Submission Window:** If you miss the due date, you may still submit your work for up to one week after the original deadline. However, a 5% deduction will be applied for each day the assignment is late.
 - **Final Deadline:** After the one-week late window closes, assignments will no longer be accepted for credit unless you have an official accommodation or documentation from the Dean's Office requesting additional time.
 - **Gradebook Entries:** Any late reflections will be marked as "0" (zero) in the gradebook as a placeholder until they are graded.
 - **Example For Assignment XYZ:**
 - If an Assignment #1 is due on Monday, April 7 at 2PM, the final day to submit it for full credit is Monday, April 14 at 2PM.
 - Between Monday, April 14 at 2:01PM and Monday, April 21 at 11:59pm, there will be a 5% deduction per day applied to Assignment #1. After that, Assignment #1 will remain closed unless you have an approved accommodation from the Dean's Office.

This policy helps ensure fairness for all students while still providing a reasonable grace period for your personal circumstances.

Regrading and Re-Submission of Assignments/Reflections

I understand that sometimes you might feel that your work deserves a second look. If you wish to request a regrading of an assignment/reflection, here's what you can do:

- **Submit Your Request:** Please provide your regrading request in writing to the teaching assistant. Make sure to do this within one week of when the reflection was returned to the class.
- **Explain Your Request:** In your written request, please explain clearly the reasons why you believe a regrading is requested. This helps us understand your perspective and assess the situation fairly.
- **Be Aware of Possible Outcomes:** Keep in mind that if your regrading request is accepted, your entire reflection or the quiz question will be re-evaluated. This

means that your grade could potentially decrease. Regrading is meant to ensure fairness and accuracy, so it's important to prepare for any outcome.

Course Policies

Attendance Policy

Attendance counts for **10% of your final grade** in this course. This course meets for a total of **26 class sessions**, with each class session worth **2 points** toward your final grade.

- **Total Points Possible:** 52 points (26 classes × 2 points each)
- **Allowed Absences:** You may miss **up to 3 class sessions** without a deduction in your attendance points.
- **Deductions:** Beginning with your **4th absence**, you will lose **2 points** for each additional class missed.

Arriving more than 10 minutes late or leaving more than 10 minutes early will be counted as an absence.

Example:

- 0–3 absences → no deduction
- 4 absences → minus 2 points
- 5 absences → minus 4 points, etc.

Your consistent attendance is important not only for earning points but also for your engagement and success in the course.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Use of Generative AI

As we embrace innovative technologies in our learning environments, it's important to discuss the use of generative AI programs like Co-Pilot, ChatGPT, Claude, etc, which can be great tools for generating ideas and aiding in brainstorming sessions. However, there are a few key points to keep in mind when using these tools:

- **Accuracy and Bias:** Be aware that the information produced by AI can sometimes be inaccurate, incomplete, biased, or otherwise problematic. Always double-check the facts and consider the potential biases in the generated content.
- **Impact on Creativity:** While AI tools can provide helpful insights, relying heavily on them may limit your own critical thinking and creativity. Use these tools as a complement to your own ideas, not as a replacement.

AI Use is Assignment Dependent

Use of Generative AI tools (such as Microsoft Copilot, ChatGPT, Claude, Gemini, Perplexity, etc.) in this course will vary from assignment to assignment. Some assignments may allow or even require Generative AI usage while other assignments may limit or entirely prohibit use of Generative AI. Please check the instruction on each assignment to determine what, if any, usage of Generative AI is allowed and/or required. Do not assume that because Generative AI was allowed for one assignment, it will be allowed on other assignments.

When allowed for usage on an assignment, responsible use is expected. All submitted work must include a brief AI Usage Statement outlining:

- Which tools were used.
- Which parts of your preparation process involved AI assistance.
- What prompts were given
- How the AI output informed or shaped your final submission

Example:

AI Tools Used: ChatGPT (OpenAI)

Parts of the Process with AI Assistance: Brainstorming initial themes and revising one paragraph for clarity.

Prompts Given: “Suggest three reflection prompts related to resilience in college life.”

How AI Output Informed the Final Submission: I adapted one of the suggested prompts into my own words and used it to guide my reflection.

Failure to follow assignment guidelines for Generative AI—including using Generative AI when it is not permitted or failing to disclose its use when it is—may be considered a violation of Georgia Tech’s academic integrity policies. When in doubt, always consult your instructor before using Generative AI.

Let’s use these advanced tools responsibly and creatively to enhance our learning experience while maintaining academic integrity. If you have any questions about how to use AI tools effectively and ethically in your work, feel free to reach out to me.

Recordings of Class Sessions and Required Permissions

I want to share some important guidelines regarding our class materials and recordings:

- **Recording Classes:** If you wish to record any of our classes, please discuss this with me to obtain my consent beforehand, unless you have an accommodation from the Office of Disability Services that allows for recordings.
- **Use of Course Materials:** All course materials, including recordings, lectures, presentations, and other resources posted on Canvas, are exclusively for the educational use of students currently enrolled in this course. Please do not share these materials outside of our class without my written permission.

I appreciate your understanding and cooperation in keeping our course materials confidential and respectful of everyone's educational experience. If you have any questions or need further clarification, feel free to reach out to me.