

*USC School of Pharmacy*  
**RXRS 414: Buzzed: Modern Substances of Abuse and Addiction**

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**Course Weight:** 4 Units (course meets 3 hours per week)

**Day/Time/Location:** Monday, Wednesday, 2pm-3:20pm, VKC-252

**Catalogue description:** Modern perspectives; discovery and use of legal and illicit drugs of addiction including alcohol and opioids. How drugs have helped, shaped, modified or changed individuals and society.

## Introduction

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In conventional terms, buzzed is the effect encountered after smoking various plants, drinking various alcoholic drinks, or ingesting various substances. Buzzed is the “high” one experiences. This course is designed to investigate what buzzed means in relation to substances of abuse and addiction. Examples of substances that will be discussed include alcohol, opioids, benzodiazepines, synthetic drugs, soda, coffee, and tobacco. Together we will survey the most recent discoveries about substances of abuse like prescription opioids, purple drank, and bath salts. This course will include information about biological and behavioral changes in addiction, distinctive drug effects on the adolescent brain, trends from popular culture related to these drugs, and ethical issues as related to modern substances of abuse. In quick-reference summaries, this class will report on how these drugs enter the body, how they manipulate the brain, their short-term and long-term effects, the different “highs” they produce, and the circumstances in which they can be deadly. This course does not pay homage to the “just say no” doctrine of abstinence, nor does it function as a “how-to” manual for people interested in becoming buzzed. This course will allow people to make informed decisions with accurate information about these substances, which they may encounter throughout their lives. There exists very little material available to the public on the most up-to-date psychological, legal, and pharmacological research on these drugs. This course aims to provide a clear understanding of how these substances work, the consequences of their use, the policies to regulate them, and the social beliefs surrounding them.

## Objectives

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This course is designed for undergraduates of both scientific and non-scientific majors with an interest in learning about current trends that mark today's drug climate as they explore the social, psychological, economical and biological reasons why drug use, misuse and abuse occur. This course will also examine the historical, political, and cultural foundations of drug use in contemporary society by studying pharmacologic, literary, political, economic, philosophical, legal, ethical and religious traditions as they relate to drug use. For example, the prescription drug abuse crisis and implications of this phenomenon is one way in which we will explore links between illegal use of prescription opioids and the increase in accidental opioid overdose deaths. Students will also learn about drugs of abuse and misuse plaguing the globe over the past forty years. Differences surrounding the ethics of the development and deployment of synthetic chemicals (for example, MDMA) will be presented in ways that are designed to lead to lively discussions during class.

Upon successful completion of this course, the student should be able to participate in a thoughtful debate about:

- The nature of substances of abuse throughout the world
- Differences between addiction and abuse
- Understanding of the most common used drugs, including their general reactions and interactions
- Discuss current policies that inhibit or exploit certain substances of abuse
- Economics of drug distribution
- Modern day pharmaceuticals – the good, the bad, the ugly
- The consequences of improper drug use and abuse and its relationship to health, economy, wellbeing and society as presented in popular culture

## Communication Method

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If you have questions or concerns, please contact Dr. Church via email ([tdchurch@usc.edu](mailto:tdchurch@usc.edu)). Your email will be attended as quickly as possible within a 48-hour window. For more urgent or pressing issues, please contact Dr. Church via telephone at 323.442.0241.

## Evaluation and Grading

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Evaluation will be based on one midterm examination, a final examination, five course quizzes, and three writing assignments (critical report and discussion).

<i>Description</i>	<i>Points</i>	<i>Weight</i>
Quizzes 5 (@ 10 pts each)	50 pts	(15%)
Midterm exam	50 pts	(25%)
Final exam (partially cumulative)	100 pts	(30%)
Critical report & discussion (50 pts each)	150 pts	(30%)
<b>Total</b>	<b>350 pts</b>	<b>(100%)</b>

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**15% Quizzes:** There will be 5 quizzes over the course of the semester to count towards their grade. Each quiz will be worth 3% of the final grade. The quizzes will be based on questions from the lecture and from the textbook and will include multiple choice, T/F and fill-in the blank questions.

**25% Midterm:** There will be 1 midterm for this course that will cover the first 8 weeks of course material. The midterm will consist of a series of questions involving short answers as well as a longer question requiring critical thought and its articulation in written responses. This midterm exam will help students to generate a critical assessment of key topics in this course, to develop a suitable argument, and to convey their ideas and interpretations through the written word.

**30% Final:** The Final Exam will be in the form of an in-class examination during exam week. The final exam will be composed of two parts, each having equal weight towards the final grade. The first part of the exam will include questions from the lectures and from the textbook in the form of multiple choice, T/F and fill-in the blank questions. The second part of the final examination will consist of short written answers to demonstrate the students' knowledge regarding topics covered in the course. This latter part of the final exam will allow students to express their ideas based on facts derived from the course.

**30% Critical report and debate:** 15% awarded for the critical debates and 15% for the written synopses for a total of 30%. Beginning in Week 3 and continuing to Week 14 students will be required to prepare three written reports and present *three* oral reports (5% per debate and 5% per report). These reports will be related to the weekly topic and students will sign-up for two topics on a substance of their choice. Students will prepare a two-page critical response report of their chosen topic and hand in via blackboard. The presentations should be at least 8 minutes but no more than 10 minutes in length. These presentations will be used to guide weekly discussions (general topic ideas per substance can be found on page 8-9). Students will need to research their topics and present on a journal article, news report, legal case, ethical issue, or policy review. The discussion day for the weekly substance topic will have a maximum of 3 speakers. Students should sign-up as it is first come, first served – once all 3 spots are full for a topic week no additional presenters will be accepted. The sign-up sheet is available in blackboard.

## Required Text

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Kuhn, C.; Swartzwelder, S.; Wilson, W.; Wilson, L. H.; Foster, J.

2014 *Buzzed: The straight facts about the most used and abused drugs from alcohol to ecstasy*, 4th ed. W. W. Norton & Company: New York, NY. 386 pp.

## Supplemental Texts and Multimedia

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Chapters from the core textbook will be supplemented with a variety of source materials including online resources, media outlets and cinema. Supplemental materials will be available on blackboard either as documents, media links, or embedded files. The selected materials are intended to provide students with a broader perspective by rounding out the information presented in the required text.

## Content Warning

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Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course dealing with drug use, abuse and addiction, course topics can at times be political *and* personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers’ understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

## Course Outline

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This course will be in the format of a directed seminar/lecture under the guidance of the instructor for the specific session. During each biweekly session the instructor will engage the students with questions and draw comments or interpretations primarily based on the assigned reading. Students are expected to ask questions and participate in an interactive fashion. Because this is an area of rapid change in policies, the readings may vary from one term to the next. Additional readings for each section that may be of added use are listed in the table below.

## Course Schedule

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The lectures are designed to provide historical, cultural, social, economic, and political overviews of the topics listed. In weeks 3-8 and weeks 10-14; the Tuesday lectures will introduce a specific substance by providing a pharmacologic overview, history of use, legal / regulatory practices, and commentary related to any socio-cultural phenomenon surrounding the substance. In weeks 3-8 and weeks 10-14, the Thursday lectures will be open forum where students will present their critical reports and together, we will discuss how these issues, reports, and commentary frame a specific substance. Students are encouraged to provide current information (2016 to present).

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<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Instructor</b>	<b>Assigned &amp; Supplemental Readings</b>
Week 1	Mon 13 Jan	Use, Abuse & Addiction	Dr. Church	Introduction – <i>Buzzed</i> ; Chapter 13 – <i>Buzzed</i> ; Chapter 14 – <i>Buzzed</i>
	Wed 15 Jan	Use, Abuse, & Addiction	Dr. Church	Chapter 15 – <i>Buzzed</i> ; Garriott <i>Addiction in the Making</i> – blackboard
Week 2	Mon 22 Jan	Alcohol – Lecture The substances to be covered in the lecture on alcohol include: <ul style="list-style-type: none"> <li>• Liquor / Spirits</li> <li>• Wine</li> <li>• Beer / Mead / Ale</li> </ul>	Dr. Davies	Chapter 1 – <i>Buzzed</i>
Week 3	Wed 27 Jan	Caffeine – Lecture The substances to be covered in the lecture on caffeine include: <ul style="list-style-type: none"> <li>• Coffee</li> <li>• Tea</li> <li>• Soda / Energy drinks</li> <li>• OTC drugs</li> <li>• Chocolate</li> </ul>	Dr. Church	Chapter 2 – <i>Buzzed</i>
	Wed 29 Jan	Caffeine – Discussion	Student Presentations	
Week 4	Mon 3 Feb	Ecstasy – Lecture The substances to be covered in the lecture on ecstasy include: <ul style="list-style-type: none"> <li>• MDMA</li> <li>• EDM / dance music festivals</li> </ul>	Dr. Church	Chapter 3 – <i>Buzzed</i> ; Little, Burger, and Croucher <i>EDM and Ecstasy</i> – blackboard
	Wed 5 Feb	Ecstasy – Discussion	Student Presentations	
Week 5	Mon 10 Feb	Hallucinogens – Lecture The substances to be covered in the lecture on hallucinogens include: <ul style="list-style-type: none"> <li>• LSD, psilocin, mescaline, &amp; DMT</li> <li>• Belladonna alkaloids</li> <li>• PCP, Ketamine, &amp; Dextromethorphan</li> <li>• Salvia divinorum</li> </ul>	Dr. Church	Chapter 4 – <i>Buzzed</i>
	Wed 12 Feb	Hallucinogens – Discussion	Student Presentations	

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<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Instructor</b>	<b>Assigned &amp; Supplemental Readings</b>
Week 6	Mon 19 Feb	Herbal Drugs – Lecture The substances to be covered in the lecture on hallucinogens include: <ul style="list-style-type: none"> <li>• Ephedrine</li> <li>• St. John’s Wort</li> <li>• Melatonin</li> <li>• Ginseng</li> <li>• Ginkgo</li> </ul>	Dr. Church	Chapter 5 – <i>Buzzed</i>
Week 7	Wed 24 Feb	Inhalants – Lecture The substances to be covered in the inhalants lecture include: <ul style="list-style-type: none"> <li>• Nitrites</li> <li>• Nitrous oxide, halothane, ether</li> <li>• Solvents, fuels, paints, glues</li> </ul>	Dr. Church	Chapter 6 – <i>Buzzed</i>
	Wed 26 Feb	Inhalants – Discussion	Student Presentations	
Week 8	Mon 2 Mar	Marijuana – Lecture The substances to be covered during the marijuana lecture include: <ul style="list-style-type: none"> <li>• Cannabis sativa</li> <li>• Cannabis indica</li> <li>• Cannabis ruderalis</li> <li>• Cannabis hybrids</li> </ul>	Dr. Church	Chapter 7 – <i>Buzzed; Kilmer Medical Marijuana and Marijuana Legalization – blackboard</i>
	Wed 4 Mar	Marijuana – Discussion	Student Presentations	
Week 9	Mon 9 Mar	Mid Term – Review		
	Wed 10 Mar	Mid Term Exam		
<b>SPRING BREAK</b> (Mar 16 – Mar 20)				
Week 10	Mon 23 Mar	Nicotine – Lecture The substances to be covered during the nicotine lecture include: <ul style="list-style-type: none"> <li>• Tobacco, cigars, cigarettes, pipe tobacco</li> <li>• Chewing gum</li> <li>• Chewing tobacco, snuff</li> <li>• E-cigarettes, vaping devices</li> </ul>	Dr. Church	Chapter 8 – <i>Buzzed; Leventhal, Strong, &amp; Kirkpatrick Electronic Cigarette Use - blackboard</i>
	Wed 25 Mar	Nicotine – Discussion	Student Presentations	

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<b>Week</b>	<b>Date</b>	<b>Subject</b>	<b>Instructor</b>	<b>Assigned &amp; Supplemental Readings</b>
Week 11	Mon 30 Mar	Opiates – Lecture The substances to be covered during the nicotine lecture include: <ul style="list-style-type: none"> <li>• Opium, heroin, morphine</li> <li>• Codeine, hydromorphone, oxycodone</li> <li>• Hydrocodone, fentanyl, propoxyphene</li> </ul>	Dr. Church	Chapter 9 – <i>Buzzed</i>
	Wed 1 Apr	Opiates – Discussion	Student Presentations	
Week 12	Mon 5 Apr	Sedatives – Lecture The substances to be covered during the sedatives lecture include: <ul style="list-style-type: none"> <li>• Benzodiazepines</li> <li>• Hypnotics, sedatives, barbiturates</li> <li>• Gamma-hydroxybutyrate</li> </ul>	Dr. Church	Chapter 10 – <i>Buzzed</i>
	Wed 8 Apr	Sedatives – Discussion	Dr. Church	
Week 13	Mon 13 Apr	Steroids – Lecture The substances to be covered during the steroids lecture include: <ul style="list-style-type: none"> <li>• Anabolic steroids</li> <li>• Athletic “doping”</li> </ul>	Dr. Church	Chapter 11 – <i>Buzzed</i> ; Schneider <i>Doping, Cycling, and the Tour de France</i> - Blackboard
	Wed 15 Apr	Steroids – Discussion	Student Presentations	
Week 14	Mon 20 Apr	Stimulants – Lecture The substances to be covered during the stimulants lecture include: <ul style="list-style-type: none"> <li>• Cocaine</li> <li>• Amphetamine and methamphetamine</li> <li>• Ephedrine and ephedrine substitutes</li> <li>• Methylphenidate</li> <li>• Cathinone</li> <li>• Diet pills</li> </ul>	Dr. Church	Chapter 12 – <i>Buzzed</i> ; Race, Lea, Murphy, & Pienaar <i>Recreational Drug Use and MSM</i> - Blackboard
	Wed 22 Apr	Stimulants – Discussion	Student Presentations	
Week 15	Mon 27 Apr	Legal Issues – Lecture	Dr. Church	Chapter 16 – <i>Buzzed</i>
	Wed 29 Apr	Final Exam – Review	Dr. Church	

**Final Exam – Monday, 11 May 2020; 2pm-4pm**

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## Quizzes and Exams Schedule

<b>Week   Day</b>	<b>Material, Subject, or Description</b>
<b>Week 3   29 Jan</b>	Quiz #1 / Week 1 – Week 3
<b>Week 5   12 Feb</b>	Quiz #2 / Week 3 – Week 5
<b>Week 8   4 Mar</b>	Quiz #3 / Week 6 – Week 8
<b>Week 9   10 Mar</b>	Mid Term Exam / Week 1 – Week 8
<b>Week 11   1 Apr</b>	Quiz #4 / Week 10 – Week 11
<b>Week 14   22 Apr</b>	Quiz #5 / Week 12 – Week 14
<b>11 May</b>	Final Exam

## Discussion / General Topic Ideas per Substance

<b>Week</b>	<b>Substance</b>	<b>Potential Topics</b>
Week 3	Caffeine	Caffeine addiction; Caffeine for mental focus; Effects of caffeine on brain, body, or relationships; Stress, panic attacks, and psychosis from caffeine use; Physical or mental enhancement from caffeine; Treatment of headaches and migraines; Soda addiction; Energy drinks and alcohol; Chocolate
Week 4	Ecstasy	MDMA addiction; Effects of MDMA on brain, body, or relationships; MDMA and music subcultures (raves, EDM, other); MDMA purity; MDMA as therapy; Post-MDMA use depression; MDMA and psychological suggestion
Week 5	Hallucinogens	Effects of hallucinogens on brain, body, or relationships; Cultural history of hallucinogens; Hallucinogen use – entertainment or enlightenment; Hallucinogens as therapy; Hallucinogens and their myths; Hallucinogens and religious use; Hallucinogens and hypnosis / suggestion
Week 7	Inhalants	Inhalants and sexual practices; Effects of inhalants on brain, body, or relationships; Inhalants for anesthesia for minor or major surgery; Inhalants for sedation; Huffing and social acceptance
Week 8	Marijuana	Cannabis and methods of use; Edibles and dosing; Federal versus State governance; Effects of cannabis on brain, body, or relationship; Racial and ethnic stereotyping of cannabis users; Negative stereotype of the name “Marijuana”; Cannabis and music cultures; Cannabis and economics; Politics of Cannabis
Week 10	Nicotine	Cultural history of Tobacco; Tobacco and American History; Effects of nicotine on brain, body, or relationships; Political and social control of big tobacco; Legislation and taxation of tobacco (current or historic); Vaping, e-cigarettes, and smokeless tobacco; Marketing of tobacco

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<b>Week</b>	<b>Substance</b>	<b>Potential Topics</b>
Week 11	Opiates	Cultural history of opium; Economics of opium; Effects of opiates on brain, body, or relationships; Over-prescription and opiate addiction; Opiates and crime; Popularization of Junkie Culture; Opium Dens; Heroin Shooting Galleries; Risks of injection drug use
Week 12	Sedatives	Sedatives and sex; Effects of sedatives on brain, body, or relationships; Rape drugs; Benzodiazepines in popular culture; Sleeping drugs and celebrities; GHB and gay culture
Week 13	Steroids	Performance enhancing drugs and regulations; Sports and steroids; Steroids and body dysmorphia / body image; Steroids and masculinity; Effects of steroids on brain, body, or relationships
Week 14	Stimulants	ADHD prescription among youth; ADHD medications and performance; Effects of stimulants on brain, body, or relationships; “Party and Play” – meth and gay men; Cultural history of cocaine; Religious use of cocaine; Cocaine and drug cartels; Diet pills and dependence: Stimulants and rise of sexually transmitted infections

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## Statement on Academic Conduct and Support Systems

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### Academic Conduct:

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Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

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*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

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*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*  
[usc-advocate.symplicity.com/care\\_report](https://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*  
[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://uscsa.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

## Critical Report

Beginning in Week 3 and continuing to Week 14 students will be required to prepare and present **THREE** oral & written reports. These reports will be related to the weekly topic and students will sign-up for two topics on two different substances of their choice. Students will prepare a one-page synopsis of each report and hand it in. The presentations of their report should be at least 8 minutes but no more than 10 minutes in length. These presentations will be used to guide weekly discussions (general topic ideas per substance can be found on page 8-9). Students will need to research their topics and present on at minimum two journal articles, news report, legal cases, ethical issues, or policy reviews.

Grading of the report will be based upon the quality of your analysis and how clearly you present the information within your answers. You are expected to incorporate key terms and concepts you have learned in this course. Points will be deducted for grammar, punctuation, and spelling errors. You should start with a brief outline for each answer, create a rough draft, and then produce a final draft. **The final draft of each essay is the only document you need to submit.**

These are critical response essays related to the material covered in lecture and in the assigned readings. You must utilize sources not included as part of the weekly class content. Your essays must consist of:

- A. **An Introduction paragraph**, which contains a minimum of two sentences that introduces your answer to the reader and establishes a foundation for the remainder of your answer.
- B. **Body paragraph(s)**, which present the major content of your answer. Include at least one body paragraph with three or four sentences within the paragraph.
- C. **A conclusion paragraph**, which contains a minimum of two sentences and summarizes the major points contained in the body paragraphs.

## Format Requirements

Carefully follow the format requirements below. Any variation will result in lost points or no credit.

- Margins = 1 inch
- Font type = Arial, Times New Roman, or any Sans type font
- Font size = 11 point
- **2 pages (double spaced) – (references not included)**
- Use a header for each page:
  - Include your first and last name
  - Use week number to indicate your topic (e.g. Week 3 – Caffeine)
- Filename should have your last name and first name (e.g. Trojan\_Tommy\_ShortEssay1)
- Acceptable file formats:
  - Word (DOC or DOCX)
  - **No other formats will be accepted!**

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### **Direct Quotations**

These essays are expected to be written in your own words therefore no more than 5% of the essay should be quoted or copied word – for – word. If you submit an essay with more than 5% quoted material, you will be penalized one point for each percentage above 5%. If you submit an essay with more than 15% quoted material, you will receive an automatic zero.

### **APA Citations**

***THIS IS NOT AN APA paper***; however, you are expected to demonstrate understanding of the rules of plagiarism and expected to use APA style citations appropriately, which include in-text and full citations with a Reference page.

You are expected to cite at least **2** sources (class books and articles, articles from journals, books, etc) per essay. You will be penalized **-5** points for a missing resource.

**Do NOT** use Wikipedia or any other similar form of wiki to author these essays.

Students will sign up for their topics through Blackboard by going to the Content tab and selecting the Weekly Topics Sign-up link. They will “sign-up” for the weekly topics they are interested in. If a topic of interest is closed, please contact Dr. Church to discuss options.

### **Submission Requirement**

The written reports are to be submitted by 2pm of the Monday of the topic week (see chart below) via Blackboard.

### **Weekly Report Topics and Submission Dates**

<b>Week Number</b>	<b>Essay Topic</b>	<b>Due Date (by 2pm)</b>
3	Caffeine	27 Jan
4	Ecstasy	3 Feb
5	Hallucinogens	10 Feb
7	Inhalants	24 Feb
8	Marijuana	2 Mar
10	Nicotine	23 Mar
11	Opiates	30 Mar
12	Sedatives	6 Apr
13	Steroids	13 Apr
14	Stimulants	20 Apr

## General Essay Template

### Introduction

The introduction serves two key functions –

- 1) it gets your reader interested in the topic and encourages them to read your argument; and
- 2) it acts as a roadmap of what you are going to say and provides the overarching point you plan on making – i.e. your thesis statement.

**All topic sentences should relate to the thesis statement.**

### Body Paragraph 1

*(repeat format for each of the body paragraphs)*

#### Topic Sentence

- Evidence...  
Citation -
- Evidence...  
Citation -
- Evidence...  
Citation -
- Analysis...

### Concluding Paragraph

In a concluding paragraph, you must summarize what you have written about in your essay.

You should bring back your main statement.

The conclusion should leave the readers with something to consider.

Concluding paragraphs should convey a sense of completeness and closure to the topics discussed.

There should be a sense of the lingering possibilities of the topic, perhaps its broader meaning... or its implications.

The final paragraph should close your topic without closing it off.

### Paragraph Transitions

Do the paragraphs build directly on the one before?

How?

**References – use in-text citations throughout your essay and provide a complete Works Cited / Bibliography at the end.**