ASU
ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

| College/School | College of Integrative Sciences and Arts | Department | **Social Science** |

| Prefix | **STS** | Number | **235** | Title | Technology and Urban Systems | Units: | 3 |

Is this a cross-listed course?   No   If yes, please identify course(s)

Is this a shared course?   No   If so, list all academic units offering this course

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent numbered course with topics?   No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

  N/A
(Required)

Course description: Focuses on the relationship between technology and urbanization, especially on how technological innovation and change impact all aspects of urban systems, including urban social and economic development, sustainability, governance, environmental, and community change.

Requested designation: Literacy and Critical Inquiry-L   **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015   For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

☒ Signed course proposal cover form
☒ Criteria checklist for General Studies designation(s) being requested
☒ Course catalog description
☒ Sample syllabus for the course
☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

| Name | Nicholas Alozie | E-mail | Alozie@asu.edu | Phone | 480-727-1395 |

Department Chair/Director approval: *(Required)*

| Chair/Director name (Typed): | Duane Roen | Date: | 12/14/16 |

Chair/Director (Signature):

Rev. 4/2015

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.
Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION,THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*	STS235 Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. **Also:**			
Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-1".** C-1			
☒	☐	**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	STS235 Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. **Also:**			
Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-2".** C-2			
☒	☐	**CRITERION 3:** The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	STS235 Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. **Also:**			
Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-3".** C-3			

ASU - [L] CRITERIA			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*	STS235 Syllabus

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

   Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-4".**

   C-4

Course Prefix	Number	Title	General Studies Designation
STS	235	Technology and Urban Systems	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	In this course, 400 points are available (no extra credit) for the student to earn. Written assignments and oral reports consist of 400 points, for 100% of the course final grade.	The course syllabus states: Written Assignment Draft Check (2 x 20 points) 40 points Students will bring rough drafts of their written assignments to class for peer review and feedback, plus Instructor input and assistance. Written Assignment: The Technology/Urban Systems Report (120 points) Each student will prepare a report on the interaction of technology, urban systems and society. This assignment requires data collection, literature review, and inference based on information gathering. It must be at least 20-pages in length. Written Assignment: The Urban X-Ray Review (120 points) Each student will select an urban area of their choice and provide an in-depth review of how technology has impacted that particular city in the last 50 years. This assignment requires data collection, literature review, and inference based on information gathering. It must be at least 20-pages in length. Oral Reports/Presentations (2 x 60 points) (120 points) Each student will make a full presentation of both their Technology/Urban Systems Report and Urban X-Ray Review. Student must be prepared to present their reports in class on the due date. On the day the student makes his/her presentation, the entire class will turn into a boardroom. Each student will dress in a formal business attire and be ready to address questions posed by both the Instructor and the other students. TOTAL POSSIBLE POINTS: 400 points These assignments constitute 100% of the entire course grade.

C2	For the two major written assignments, students will research and collect published data, evaluate the data, interpret that data to reach informed conclusions, and then delineate the implications for the future.	The course syllabus states: Written Assignment Draft Check (2 x 20 points) Students will bring rough drafts of their written assignments to class for peer review and feedback, plus Instructor input and assistance. Written Assignment: The Technology/Urban Systems Report Each student will prepare a report on the interaction of technology, urban systems and society. This assignment requires data collection, literature review, and inference based on information gathering. It must be at least 20-pages in length. Written Assignment: The Urban X-Ray Review Each student will select an urban area of their choice and provide an in-depth review of how technology has impacted that particular city in the last 50 years. This assignment requires data collection, literature review, and inference based on information gathering. It must be at least 20-pages in length. Oral Reports/Presentations Each student will make a full presentation of both their Technology/Urban Systems Report and Urban X-Ray Review. Student must be prepared to present their reports in class on the due date. On the day the student makes his/her presentation, the entire class will turn into a boardroom. Each student will dress in a formal business attire and be ready to address questions posed by both the Instructor and the other students.
C3	The course syllabus clearly states that the writing assignments/ reports/presentations are the majority effort for this course.	The course syllabus states: This course has been prepared to meet the General Studies Literacy (L) requirement. Thus, it is heavy in the communicative competency it requires of students. If you do not like writing and speaking, or you are not here to do value added to your writing and communication skills, this course is not for you. We are required to do critical inquiry which involves gathering, interpretation, and evaluation of evidence. Therefore, the first and most important Learning Outcome for this course is students' improvement in the communication skills, both written and oral. Course assignments include two 2-page research papers that involve the gathering, interpreting, and evaluating of evidence as well as two oral presentations of their research findings.
C4	Course assignments are arranged to allow timely feedback from the Instuctor and peers on each assignment.	There are no examinations or quizzes in this course. Each student will complete two major written assignments and two major oral assignments due mid-semester and end of semester. The written and oral assignments are combined. At the conclusion of the oral presentation, students will submit their written assignment. Each student will receive instant feedback as the Instructor and other students ask questions. The Instructor will also provide independent feedback to the

		student on the oral presentation. The student will receive a fully graded paper back from the Instructor on the writing assignment submitted. Rough draft checks will occur prior to the due assignments. Rough drafts will be peer reviewed with written feedback, along with Instuctor input.

STS 235:
Technology and Urban Systems

Fall 2017 – Session
Schedule Line Number:
Pre-requisite: None

Meeting Dates: January 9 - April 28, 2017 (Session C)
Location: Hybrid: Classroom (Fridays at 9:40-12:40) and Online (via Blackboard)
Instructor: Cynthia Hawkinson
Office: Santa Catalina (SANCA) 252B; ASU Polytechnic Campus
Office Phone: (480) 727-1526
Office Hours: Tuesdays and Thursdays 10:00-11:30, but please e-mail for an
        appointment so that I am certain to be available.
Email: cynthia.hawkinson@asu.edu

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This course is offered by the College of Integrative Sciences and Arts. For more
information about the college, visit our website: https://cisa.asu.edu.   If you
have questions or concerns, please send your inquiry to cisa@asu.edu.
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Course Description:

A good portion of the world's population now lives in cities and towns. Urban life brings us
excitement and sophistication, but also brings us a wide variety of challenges and conflicts. The
influence of cities and towns extends far beyond their urban boundaries into rural life. Globally,
cities are connected socially, economically, and politically via instantaneous tele-
communications. And yet, each city is different. It has its own unique culture and flare. In
America, we know that Phoenix is not the same as Miami or New York City or Seattle!

This course focuses on the relationships between technology and urbanization in America,
especially on how technological change impacts all aspects of urban life. This impact includes:
urban social and economic development, governance, sustainable development, environmental
issues and community transformation. The urban systems technology that we will most closely
study includes: transportation technology, construction technology, environmental technology,
and telecommunications.

Course Learning Outcomes:

<mark>This course has been prepared to meet the General Studies Literacy (L) requirement. Thus. It is heavy in the communicative competency it requires of students. If you do not like writing and speaking, or you are not here to do value added to your writing and communication skills, this course is not for you. We are required to do critical inquiry which involves gathering, interpretation, and evaluation of evidence. Therefore, the first and most important Learning Outcome for this course is students' improvement in the communication skills, both written and oral.</mark> **[C3]**

Students are also expected to:

- gain understanding of urban geography definitions and concepts,
- gain understanding of the historical development and transformation of urban centers,
- gain insight into the importance of urban transportation technology over the past 200 years,
- gain insight into the intricacies of urban land use and the complexities of urban construction technology,
- gain understanding of urban water issues and technology, including: water resources, water drainage and storm sewers, water pollution, and sewage treatment,
- gain understanding of the multitude of environmental issues found in an urban center,
- gain insight into urban governance issues and technology, including: city services, city utilities, and land use planning,
- gain insight into urban social events/activities,
- gain insight into urban economic development and socio-economic stratification, and
- gain understanding of the connection between telecommunications and sustainable economic development for the future.

Core Curriculum: The course material is divided into 5 Blocks based on the required textbook chapters. See the *Course Schedule* for assignment due dates (pages 3-5).

Block 1: Historical and Present Growth of American Cities (*Introduction & Chapter 1*)
Block 2: Historical and Present Transportation Technology (*Chapters 2 & 3*)
Block 3: Historical and Present Urban Structures (*Chapter 4*)
Block 4: Historical and Present Urban Water Systems (*Chapter 5*)
Block 5: Urban Governance and Environmental Issues (*Chapters 6 & 7*)
Block 6: Telecommunications and Urban Society (*Chapter 8*)
Block 7: The Future of Urban Society (*Chapter 9*)

Required Textbook: **You will need your textbook immediately.**

Roberts, G. and Steadman, P. *American Cities and Technology: Wilderness to Wired City.* Routledge History. 1999. Paperback ISBN: 978-0-415-20084-4

Additional readings will be required and will be posted on the course Blackboard webpage with the Written Assignment instructions. These readings (news and educational periodicals such as

Scientific American, *Popular Science*, *CNN*, and *BBC*) will provide the students with updated material on the rapidly changing systems of urban centers.

Course Format:
Student learning will occur through in the classroom lectures, optional fieldtrips, videos, discussions, feedback, student presentations, plus online student readings, research and writing. Detailed instructions will be provided with each assignment. This course does not include exams.

Graded Work: Each item will have detailed instructions attached to the assignment.

Written Assignments and Oral Presentations:
There are no examinations or quizzes in this course. The course is tightly designed to increase communication skills, both written and oral. Thus, the emphasis of the assignments in the course is on written and oral communication. Each student will complete two major assignments and two major oral assignments. The written and oral assignments are combined. In other words, each student will produce their own unique (no group efforts) written assignment, and then make an oral presentation of the written assignment. At the conclusion of the oral presentation, students will submit their written assignment. Each student will receive instant feedback as the oral presentation is made as the Instructor and other students ask questions. The Instructor will also provide independent feedback to the student on the oral presentation. The student will receive a fully graded paper back from the Instructor on the writing assignment submitted. Rough draft checks will occur prior to the due assignments. Students will bring their rough drafts to class for peer review and feedback, plus Instructor input and assistance.**[C4]**

Written Assignment Draft Check (2 x 20 points)   40 points
Students will bring rough drafts of their written assignments to class for peer review and feedback, plus Instructor input and assistance.

Written Assignment: The Technology/Urban Systems Report   120 points
Each student will prepare a report on the interaction of technology, urban systems and society. The report must answer the following questions:
1) In what ways have changes in technology impacted urbanization in the last 100 years in America?
2) What are the technologies that have had the most impact on urbanization?
3) What exactly are the impacts these technologies have had with regards to:
   - Urban governance,
   - Provision of utilities to urban areas,
   - Infrastructural layout such as housing and neighborhoods,
   - Population dispersion,
   - Transportation,

- Survival of Central Business Districts (CBDS), and
- Waste Management/Sustainability such as recycling.

Note: This assignment requires data collection, literature review, and inference based on information gathering. It must be at least 20-pages in length.

Written Assignment: The Urban X-Ray Review   120 points
Each student will select an urban area of their choice and provide an in-depth review of how technology has impacted that particular city in the last 50 years. You can only choose an American city of not less than 400,000 people. The report must answer the following questions:
1) What technologies are found in this city: transportation, water systems, telecommunications, waste disposal, emergency response, etc?
2) What technology "disasters" have occurred in this city?
3) How has technology been altered to meet this specific city's need and its natural environment?
4) What will future technology bring to this city?
Note: This assignment requires data collection, literature review, and inference based on information gathering. It must be at least 20-pages in length.

Oral Reports/Presentations (2 x 60 points)   120 points
Each student will make a full presentation of both their Technology/Urban Systems Report and Urban X-Ray Review. Student must be prepared to present their reports in class on the due date. On the day the student makes his/her presentation, the entire class will turn into a boardroom. Each student will dress in a formal business attire and be ready to address questions posed by both the Instructor and the other students.

TOTAL POSSIBLE POINTS: 400 points
[C1, C2, C3]

Grading Scale: This course uses ASU's grading policies (see https://students.asu.edu/grades?destination=node/11698). Grading curves will not be used.

Course Grade	% of Points	Total Points	ASU GPA
A+	98-100	390-400	4.33
A	93-97	368-389	4.0
A-	90-92	358-367	3.67
B+	88-89	350-357	3.33
B	83-87	328-349	3.0
B-	80-82	318-327	2.67
C+	78-79	310-317	2.33
C	70-77	278-309	2.0
D	60-69	238-277	1.0
E	0-59	0-237	0.0

Course Schedule: Though not anticipated, some minor changes may be made as we move

through the semester. Please watch the Announcement Page of the course Blackboard site for written notice of any changes. Students are responsible for being aware of any such changes.

Assignment due dates are listed below (and on the course Blackboard page). Late work will be accepted via e-mail with grade penalty (see "Late Work" on page 6).

Note: Assignment Due Time is always at the start of class of the due date. Assignments must be submitted in person by the student.

BLOCK ONE (January 9-27) Historical and Present Growth of American Cities
  Read: *Introduction & Chapter 1*
  Recommended Field Trip to Tempe Town Museum.

BLOCK TWO (January 27-February 10) Historical and Present Transportation Technology
  Read: *Chapters 2 & 3*
  Recommended Field Trip on the Phoenix Light Rail.
  Written Assignment Draft Check: The Technology/Urban Systems Report, in class on Friday, February 10. **[C4]**

BLOCK THREE (February 10-24) Historical and Present Urban Structures
  Read: *Chapter 4*
  Recommended Field Trip to Downtown Gilbert, AZ.

BLOCK FOUR (February 25-March 17) Historical and Present Urban Water Systems
  Read: *Chapter 5*
  Written Assignment: The Technology/Urban Systems Report, due on Friday, March 3.
  Oral Presentation: The Technology/Urban Systems Report, in class on Friday, March 3. **[C4]**

BLOCK FIVE (March 17-31) Urban Governance and Environmental Issues
  Read: *Chapter 6 & 7*
  Recommended Field Trip to Tempe Town Lake and Tempe Town Hall.

BLOCK SIX (March 31-April 14) Telecommunications and Urban Society
  Read: *Chapter 8*
  Written Assignment Draft Check: The Urban X-Ray Review, in class on Friday, April 14. **[C4]**

BLOCK SEVEN (April 14-28) The Future of Urban Society
  Read: *Chapter 9*
  Written Assignment: The Urban X-Ray Review, due on Friday, April 28.
  Oral Presentation: The Urban X-Ray Review, in class on Friday, April 28. **[C4]**

This course does not include Extra Credit or a Final Exam.

Course Policies:

Establishing a Safe Environment---Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Sensitive Course Content---Please be advised that this course may include subjects that some individuals may consider to be "sensitive". These subjects may include, but are not be limited to: politics, cultural traditions, and ethnic diversity. Please keep in mind that if a student writes/e-mails/speaks threatening or destructive statements, the Instructor is obligated to notify the appropriate authorities.

Syllabus Disclaimer---The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard. Students are responsible for being aware of any such changes.

Assignment Format—Please check for tutorials and technical support, which can be reached by computer (http://my.asu.edu/service) and phone (1-855-278-5080). Don't wait to ask for help!
   Grades will be based on the content your work and NOT on your writing ability. However, please use some form of "spell check" and "grammar check", because this impacts the professionalism of your work (and makes it readable and gradable).
   Cite your sources. The Written Assignments require "cited sources", and significant points will be awarded for this requirement. Please do not cite the course Power Point Lectures in your Written Assignment, but feel free to cite the textbook. The Council of Writing Program Administrators tells us that "plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original material without acknowledging its sources". You may use any widely recognized citation format as long as the source is cited within the text of your paper and at the end. For example, within the text at the end of the borrowed material simply place within parenthesis the name of the author or organization and the date published (Maslin, 2009). Then at the end of your paper, give the full bibliographic listing of the source, including title and publisher. If you are citing a website, please include the date you accessed the information.
   Label all work by placing in the top right-hand corner: your name, course name (STS 235), assignment name (Block One Outline), and the date the assignment is being turned in. Significant points (3 of 25) will be deducted from your grade for not placing your name on your paper. Please do NOT handwrite your work. Please double-space your Written Assignments with a font size of 12 or 14 (nothing microscopic, please).

Submit your completed work via our course Blackboard's assignment page as an attached file. Do not "cut-and-paste" onto the Blackboard's assignment page. Do not "zip" your files. Do not use the electronic drop box. When your work is successfully turned in, a new window will pop up with a "receipt" page (feel free to print or save this page for your records in case we have a technical problem). Do not submit your work via e-mail unless Blackboard is down or Blackboard refuses to upload your file. See the Course Blackboard Announcement page for further instructions.

Late Work—Late work will be accepted via the course Blackboard page or via e-mail, but with grade penalty. For every day work is submitted late, 5 points will be deducted from the earned score. "A day late" is defined as 7:01pm on the day (Day 1) the work is due until 7:00pm the next day (Day 2), and 5 points will be deducted. "Two days late" is defined as 7:01pm the first day (Day 2) after the work is due until 7:00pm the next day (Day 3), and 10 points will be deducted; and so on and so on. There are two potential exceptions to this rule: 1) If Blackboard is down or "scrambles" your submission, the Instructor will post an announcement and send out an e-mail; and 2) If extended student illness occurs, please notify the Instructor via e-mail with a doctor's note and arrangements will be made. Please note that *no work will be accepted after Friday, October 7 at 7:00pm.*

Early Work---You may submit your work early, however, once the work has been submitted, you may not resubmit or edit for a higher grade.

Extra Credit— Extra credit is not available in this course.

E-Mail--- All e-mail communication for this class will be done through your ASU e-mail account. Students should be in the habit of checking their ASU e-mail regularly as they will not only receive important information about class(es), but other important university updates and information. Each student is responsible for reading and responding, if necessary, to any information communicated via e-mail. For help with e-mail go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."
   Please note that the Instructor will not communicate through any non-ASU e-mail provider. The Instructor will respond to e-mails as quickly as possible, typically within a few hours. And though each day presents different challenges and responsibilities, please be assured that it is my goal to respond to you within 24 hours (except on weekends and holidays).

Student Conduct— *Students may work together in a group, but each student must produce their own, unique work. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the instructor in advance of turning in an assignment.*
   Students are required to read and act in accordance with university and Arizona Board of Regents' policies, including:
- The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308; see https://students.asu.edu/srr.
- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct http://www.azregents.edu/policymanual/default.aspx
- ACD 125: Computer, Internet, and Electronic Communications

- http://www.asu.edu/aad/manuals/acd/acd125.htm , and
- the ASU Student Academic Integrity Policy
  http://www.asu.edu/studentaffairs/studentlife/srr/index.htm

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase.

Please be aware that the work of all students submitted electronically can be scanned using *Safe Assignment*, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self -plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services---In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Harassment Prohibited---ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Disability Accommodations for Students---Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. Please contact the Disability Resource Center or go to: https://eoss.asu.edu/drc.

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: http://www.asu.edu/studentaffairs/ed/drc/.

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services. Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

Religious Accommodations for Students---In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Missed Classes Due to University-Sanctioned Activities---In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity. In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the academic unit chair or the dean's designee. Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.

Privacy Rights---The federal Family Educational Rights and Privacy Act (also known as FERPA) affords students certain rights with respect to their education records. ASU policy

precludes the instructor from communicating with second parties without certain requirements first being met. The entire policy can be found at: http://students.asu.edu/policies/ferpa.

Drop and Add Dates/Withdrawals**---**Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Incomplete Grades— A mark of "I" (Incomplete) is given by the instructor when the student has completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request).

Grade Appeals---ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions; please see http://catalog.asu.edu/appeal.

Student Support Services:

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.
- Tutoring: http://studentsuccess.asu.edu/frontpage
- Counseling Services: http://students.asu.edu/counseling
- Financial Aid: http://students.asu.edu/financialaid
- Disability Resource Center: http://www.asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: http://uc.asu.edu/majorexploration/assessment
- Career Services: http://students.asu.edu/career
- Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/

EMPACT Crisis Hotline – The EMPACT Crisis Hotline offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. Visit: http://www.empact-spc.com/.

Counseling and Consultation – As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Web site: https://eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated

crisis line is available for crisis consultation by calling 480.921.1006.   Also visit: http://www.asu.edu/studentaffairs/counseling/ or for the Polytechnic campus (Student Counseling Services): http://www.poly.asu.edu/students/counseling/.

Student Health and Wellness Center – The Student Health and Wellness center provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. Visit: www.asu.edu/health/ or for the Polytechnic campus: http://www.poly.asu.edu/students/health/.

Student Success Centers – The Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. Visit: http://studentsuccess.asu.edu/. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at http://studentsuccess.asu.edu/polytechnic. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit http://www.asu.edu/map/pdf/asu_map_poly_2008.pdf.

The Writing Center at the Polytechnic Campus: The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with any stage of the writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level. Tutors' availability will be posted on our website at http://studentsuccess.asu.edu/polytechnic/writingschedule. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (http://studentsuccess.asu.edu/polytechnic/writing) for more information.

ASU Libraries – The ASU Library system offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours that the libraries are open. Visit: www.asu.edu/lib/ or for the Polytechnic campus: http://library.poly.asu.edu/.

Career Services – Career Services offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. Visit: http://career.asu.edu/ or for the Polytechnic campus: http://www.poly.asu.edu/students/career/.

Student Financial Aid Office – The Student Financial Aid Office offers information and applications for student funding such as grants, loans, scholarships and student employment. Visit: www.asu.edu/fa/ or for the Polytechnic campus: (same as general ASU site).

Student Recreational Center – ASU's Student Recreational Center offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free. Other services (yoga classes, massages) are fee-based. Visit: www.asu.edu/src/ or for the Polytechnic campus: http://www.poly.asu.edu/pac/.

Student Legal Assistance – Student Legal Assistance provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. Visit: http://www.asu.edu/mu/legal/.

Help Wiki – Help Wiki provides a frequently asked questions resource for technology users at ASU. Visit: http://wiki.asu.edu/help/ or for Information Technology on the Polytechnic campus visit: http://www.poly.asu.edu/it/.