

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	332
		Title	Global Issues in Science and Technology
			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: Examines contemporary international debates in science and technology and how those issues impact globalization.

Requested designation: Global Awareness-G **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 \(SO/SG\)](#)
- [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): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	STS 332 Syllabus, textbooks, and other readings
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	STS 332 Syllabus, textbooks, and other readings
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	STS 332 Syllabus, textbooks, and other readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	STS 332 Syllabus, textbooks, and other readings

Course Prefix	Number	Title	Designation
STS	332	Global Issues in Science and Technology	Global Awareness (G)

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)
1: Leads to understanding of world outside the US.	Advances in science and technologies facilitate various socioeconomic and political processes within different countries and in their interactions with each other. For instance, new technologies in transportation and communication have intensified the global flow of capital, goods, services, and culture. These flows and processes create new challenges and issues that impact the way we interact with each other as citizens, consumers and countries. The issues and challenges are multifaceted and span various spheres such as politics, the environment, healthcare, economy, intellectual property rights and gender relations. A common theme weaving through these issues is the role of science and technology thus compelling an exploration of their implications for global relations and processes. This course therefore examines emerging global debates in science and technology in the context of globalization..	<p>The two textbooks assembled for the course offer international treatments to the subject matter. As well, the Learning Outcomes outlined in the syllabus expect students to come away with a sophisticated understanding of these issues on a global level.</p> <p>It is expected that at end of the course, students will:</p> <ul style="list-style-type: none"> • Understand the major issues in the international debates on science and technology; • Understand the impact of science and technology on the interactions among individuals on one hand and among countries on the other hand; • Understand how culture dictates the impact and accessibility of science and technology; • Become aware of their position, role and responsibilities in an increasingly interconnected world.

<p>2a: In-depth area study of culture-specific elements of cultures outside the US and contributing to understanding of modern world.</p>	<p>Advances in science and technologies facilitate various socioeconomic and political processes within different countries and in their interactions with each other. Culture plays a strong role in determining what science/technology is utilized in a society, by whom the science/technology is used, and what science/technology are going to be pushed for the future.</p>	<p>The Course Schedule emphasizes the international cultural element of science and technology:</p> <p>Week 1 *Kleinman (2005), Chapter 1</p> <p>* Easton (2012), Unit 1 (Issues 1,2 &3): Governmental Decision Making Across the Globe</p> <p>Week 2 * Kleinman (2005), Chapter 2 * Easton (2012), Unit 3 (Issues 7-11): Falling Birth Rates on an International Scale, DDT Banning Worldwide, Use or Banning of Genetically Modified Foods * “Terminator Technology.” Available: http://www.globalissues.org/article/194/terminator-technology * “GE Technologies will solve world hunger.” Available: http://www.globalissues.org/article/190/ge-technologies-will-solve-world-hunger</p> <p>Week 3 Kleinman (2005), Chapters 3, 7 * “A Reverse Brain Drain.” {Diaspora/Migration}; Available: http://www.issues.org/25.3/wadhwa.html</p> <p>Week 4 * Kleinman (2005), Chapter 4 * Easton (2012), Unit 5 (Issues 15,16 &17): Digitalized Libraries Across the Globe, IT/Internet Access</p> <p>Week 5 Easton (2012), Unit 2 (Issues 4, 5 & 6); Unit 4 (Issues 12, 13 &14): Manned Space Travel--The Modern Space Race</p> <p>Week 6 * Kleinman (2005), Chapters 5 & 7 * “Taming globalization.” Available: http://www.issues.org/28.1/br_alic.html</p> <p>Week 7 * Kleinman (2005), Chapter 6 &8 * “Asian Women in STEM Careers: An Invisible Minority in a Double Bind.” Available: http://www.issues.org/28.1/realnumbers.html</p>
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<p>2c: Comparative cultural study with more than half examining non-US areas.</p>	<p>This course also meets requirement 2c. It provides a comparative cultural study with more than half examining non-U.S. areas. This course emphasizes international and local human behaviors when dealing with science and technology.</p>	<p>As stated in the Learning Outcomes, it is expected that at end of the course, students will:</p> <ul style="list-style-type: none"> • Understand the major issues in the international debates on science and technology; • Understand the impact of science and technology on the interactions among individuals on one hand and among countries on the other hand; • Understand how culture dictates the impact and accessibility of science and technology; • Become aware of their position, role and responsibilities in an increasingly interconnected world; • Understand contesting theories of technology and science development.
<p>2d: Study of the cultural significance of a non-US-centered global issue.</p>	<p>The use and development of science and technology is an international phenomenon, sometimes including international cooperation but often times international competition.</p>	<p>Advances in science and technologies facilitate various socioeconomic and political processes within different countries and in their interactions with each other. The issues and challenges are multifaceted and span various spheres such as politics, the environment, healthcare, economy, intellectual property rights and gender relations. A common theme weaving through these issues is the role of science and technology thus compelling an exploration of their implications for global relations and processes.</p>

STS 332

Global Issues in Science and Technology

3 Semester Hours
Prerequisite: None
General Studies:

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.

Instructor: Patience Akpan-Obong, PhD

Office: Santa Catalina 252J, 7291 E. Sonoran Arroyo Mall, ASUP

Phone: (480) 727-1489

E-mail: patience.akpan@asu.edu

Office hours: Thursday 2-4 p.m. and by appointment in my office on the Polytechnic Campus. Also, I respond to e-mail requests or questions every week day between 9 a.m. and 5 p.m. Please call or e-mail to make an appointment if an issue or concern requires a face-to-face meeting.

Course description

Advances in science and technologies facilitate various socioeconomic and political processes within different countries and in their interactions with each other. For instance, new technologies in transportation and communication have intensified the global flow of capital, goods, services, and culture. These flows and processes create new challenges and issues that impact the way we interact with each other as citizens, consumers and countries. The issues and challenges are multifaceted and span various spheres such as politics, the environment, healthcare, economy, intellectual property rights and gender relations. A common theme weaving through these issues is the role of science and technology thus compelling an exploration of their implications for global relations and processes. This course therefore examines emerging global debates in science and technology in the context of globalization.

Learning Outcomes

It is expected that at end of the course, students will:

- Understand the major issues in the international debates on science and technology;
- Understand the impact of science and technology on the interactions among individuals on one hand, and among countries on the other hand;
- Understand how culture dictates the impact and accessibility of science and technology;
- Become aware of their position, role and responsibilities in an increasingly interconnected world;

- Understand contesting theories of technology and science development;
- Sharpen their analytical and writing skills through participation in the discussion forums and in a writing assignment.

Course Organization

The course is delivered fully online. Our week begins on Monday and ends at midnight on Saturday when all weekly activities should be completed (except for the final exam due at 6 p.m. on the scheduled date). You will proceed at your own pace, but it is strongly recommended that you check into the classroom at the beginning of the week, read the weekly announcements and write down or print out the discussion questions. When you know what the discussion questions are, you can reflect on them as you get into the assigned readings for the week. This produces better –intelligent and thoughtful – responses.

One notes the obvious: an online class has many advantages to students. However, success in this learning environment requires students to take more control of their learning. While I am committed to providing the materials and tools necessary for you to succeed, the bulk of the work (doing the assigned readings and submitting assignments on time) remains your responsibility

Required Course Textbooks



Kleiman, Daniel Lee (2005). *Science and Technology in Society: From Biotechnology to the Internet*. Wiley.



Easton, Thomas (2012). *Taking Sides: Clashing Views in Science, Technology, and Society*, 10th Edition. McGraw- Hill

The books are available in the ASU Polytechnic Campus bookstore. They may be supplemented by articles and video clips that underscore the general themes of the textbooks.

Classroom Policies

There is a document on our classroom policies available by clicking on the Classroom Policies tab in the classroom. In addition to the general classroom policies, accommodation for students with disabilities will be made according to ASU policy in compliance with the Americans with Disabilities Act (<http://www.asu.edu/lib/ada/geninfo/legal/ada.htm>). Further information about ASU Disability Resource Center is available at <http://www.asu.edu/studentaffairs/ed/drc/>

Assignments and Grade Distribution

- 1) Personal introduction ----- -- 7
- 2) Policy Agreement ----- 3

- 3) 5 Individual Discussion Questions --- 100 @ 20 points each DQ forum
- 4) 4 Group Discussion Questions----- 80 @ 20 points each
- 5) 1 Reflection Paper ----- 60
- 6) Final exam ----- 60

Total: 300 points

- A+ = 294-300**
- A = 285-293**
- A- = 270-284**
- B+ = 256-269**
- B = 250-255**
- B- = 240-249**
- C+ =226- 239**
- C = 210 -225**
- D = 180-209**
- E = < 179**

Description of Assignments

There are six sets of assignments in the course. Assignments #1 and #2 are quickly dispensed with during the first week of class. All assignments are due by 11:59 p.m. on the scheduled due dates with one exception: **The final exam is available online between 11:59 a.m. and 6 p.m. on Monday, April 23, 2012.**

Assignment #1: Personal Introduction, due by 11:59 p.m. on the Friday, March 2.

Students are expected to post their personal introduction to Cyber Café, a forum created for this purpose. They should also “meet and greet” at least two other students by responding to their personal introduction. You can respond to as many students as possible.

The Cyber Café remains open throughout the semester for students to have off-topic discussions and chats. Please do not post questions to me in this forum; instead contact me by e-mail or phone.

Grade: 7 points

Assignment #2: Policy Agreement, due by 11:59 p.m. on Saturday, March 3.

Students are expected to read, understand and accept the Classroom Policies for this class. To signify agreement and commitment to appropriate classroom behavior and expectations, students are required to post a note to the Policy Agreement discussion forum. Classroom Policies are important as they reduce chances of misunderstanding and miscommunication during the semester. The document is available in the Classroom Polices folder.

Grade: 3 points

Assignment #3: Individual Discussion Questions

There are five individual discussion questions in the class to be posted on the following dates:

- a) Individual Discussion Week 1: Has already been posted. The initial response is due by 11:59 p.m. on Friday, March 2. The follow-up responses are due by 11:59 p.m. on Saturday, March 3.
- b) Individual Discussions Week 3: Two questions are posted on Monday, March 12. Initial responses are due on Wednesday March 14 and Friday, March 16. The follow-up responses can be posted at any time during the week but must be completed by 11:59 p.m. on Saturday, March 17.
- c) Individual Discussions Week 6: Two questions are posted on Monday, April 9. Initial responses are due on Wednesday April 11 and Friday, April 13. The follow-up responses can be posted at any time during the week but must be completed by 11:59 p.m. on Saturday, April 14.

Each DQ is worth 20 points, distributed as follows:

Content – 10 points: This is the maximum points you can receive on content that meets the criteria below, under “Quality of content”.

Baseline – 2 points: You get this just for posting on time. Please note that failure to post by due date will result in a zero for the DQ because late responses are not graded at all.

Follow-up responses – 8 points: A follow-up response is your engagement and interaction with other students’ posts and/or additional questions from the instructor. Respond to at least two other classmates in a substantial post throughout the week. “I agree” or “Me too” will not earn any grade at all. If you agree, expand on their points. If you disagree, say why you do. Postings should always advance and deepen the discussion. Also respond to comments posted by your peers in response to your submission(s) throughout the week.

Minimum posts – You are expected to submit a total minimum of three posts to each discussion question: one initial response to the DQ and two follow-up responses (for a total minimum number of three posts for each question).

Quality of content – To earn full points on content, your initial response to the DQ should. It must:

- be reflective and thoughtful;
- incorporate concepts, terms, and theories from the learning material;
- deepen and generate further questions;
- apply concepts to “real life” by drawing on real-world experiences, and
- demonstrate reading and understanding of the week’s materials.

Please do not regurgitate the textbooks as proof that you read the materials. You may paraphrase, explain and analyze the materials in your own words. Excessive quotes from the readings will result in deduction of points. Excessiveness will be determined by the percentage of direct quotes from the reading materials. More than 10% will be considered excessive.

There is a grading rubric for participation in the Course Documents folder which I will use in grading your participation in the discussion forums. I encourage you to read it first before you respond to any discussion question.

Grade: 100 points

Assignment #4: Group Discussion Questions

You have been assigned to a group. Each group has about five students. You will take turns to post discussion questions to your group discussion forum, moderate the discussion and write a summary of the posts submitted during the week. This assignment is aimed at providing students with the opportunity to reflect more deeply on the course materials, express themselves freely knowing that their views will be read rather than be swallowed up in a seeming jungle of threads that inevitably occurs in a large online classroom.

The first thread in the group discussion forum is your Personal Introduction. You will also meet-and-greet another student by responding to his/her personal introduction. You could simply copy your introduction from the Cyber Café and post in your group discussion forum. However, don't meet-and-greet any member of your group in Cyber Café. The seeming duplication is to ensure that your team mates actually get to read your introduction. This is not a gradable assignment but I encourage you to do it.

Four times during the course, you will have an opportunity to create your own discussion question based on that week's readings and have a discussion among yourselves. Each week, group members are assigned to generate the discussion question, facilitate the discussion and one member will write a summary of the discussion and post at the end of the week to the "big classroom" in a forum created for this purpose in the Discussion Forum. Every team member is expected to participate in the discussion regardless of their assigned role. However, the student(s) who created the discussion question will only submit two follow-up responses rather than the initial response to the discussion question.

The Group Discussion Questions are due on the following dates:

- a) Group Discussion #1, Week of March 5-10.
- b) Group Discussion #2, Week of March 26-March 31.
- c) Group Discussion #3, Week of April 2-7.
- d) Group Discussion #4, Week of April 16-21.

Grade: 80 points

Assignment #5: Reflection Paper due by 11:59 p.m. Monday, April 16.

Students will write a 500-word reflection paper on a key them covered in the class. Detailed instructions on the assignment will be posted on Monday, April 2. It is due on Monday, April 16 in the Drop Box in the classroom. Please do not submit by e-mail.

Grade: 50

Assignment #6: Final exam, available between 11:59 a.m. and 6 p.m. on Monday, April 23
 There will be a final exam taken online on Monday, April 23. The exam will consist of 30 true/false, multiple choice and fill-in-the-blank questions. It will be available between 11:59 a.m. and 6 p.m. on the scheduled date. (Please note that there is no makeup on the final exam. Students must therefore ensure that they take the exam during the availability period.) There will be no study guide since the technology makes it an open-book exam.

Grade: 60 points

Class Schedule

Week	Readings	Assignment/Expectation
Week 1, Feb. 29- March 3	*Course syllabus, grading rubrics, classroom policies.* * Kleinman (2005), Chapter 1 * Easton (2012), Unit 1 (Issues 1,2 &3)	<u>March 2:</u> Post personal introduction. <u>March 3</u> Post agreement to Classroom Policies. Individual DQ #1: Initial response due Friday; follow-up responses due Saturday
Week 2, March 5- 10	* Kleinman (2005), Chapter 2 * Easton (2012), Unit 3 (Issues 7-11) * “Terminator Technology.” Available: http://www.globalissues.org/article/194/terminator-technology * “GE Technologies will solve world hunger.” Available: http://www.globalissues.org/article/190/ge-technologies-will-solve-world-hunger	Group Discussion Question #1
Week 3, March 12- 17	* Kleinman (2005), Chapters 3, 7 * “A Reverse Brain Drain.” Available: http://www.issues.org/25.3/wadhwa.html	Individual Discussion Question, Week 3: Initial responses due Wednesday and Friday; follow-up responses due Saturday.
March 19-25, Spring break		

Week 4, March 26- March 31	* Kleinman (2005), Chapter 4 * Easton (2012), Unit 5 (Issues 15,16 &17)	Group Discussion Question #2
Week 5, April 2-7	* Easton (2012), Unit 2 (Issues 4, 5 & 6); Unit 4 (Issues 12, 13 &14)	Group Discussion Question #3 <u>April 2: Information for the reflection paper is posted in the Assignments tab in the classroom area.</u>
Week 6, April 9-14	* Kleinman (2005), Chapters 5 & 7 * “Taming globalization.” Available: http://www.issues.org/28.1/br_alic.html	Individual Discussion Question, Week 6: Initial responses due Wednesday and Friday; follow-up responses due Saturday.
Week 7, April 16-21	* Kleinman (2005), Chapter 6 &8 * “Asian Women in STEM Careers: An Invisible Minority in a Double Bind.” Available: http://www.issues.org/28.1/realnumbers.html	<u>April 16: Reflection paper due by 11:59 p.m.</u> Group Discussion Question #4
Week 8, April 23-24		<u>Final exam: April 23</u> <u>April 24, last day of class</u>

Other Class Information

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/>.