

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/School	Leadership and Interdisciplinary Studies
Prefix:	IDS	Number:	302
Title:	Interdisciplinary Inquiry		Units:
			3

Course description: **Develops integrative skills to create new understandings, models, products and ideas.**

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?	Yes	
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
		KE (Required)

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 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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 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 _____ E-mail _____ Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 10/23/18

Chair/Director (Signature): 

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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus</p>
<p>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.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">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".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">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".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">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".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>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</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>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".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
IDS	302	Interdisciplinary Inquiry	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 checklist)	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	Approximately 42% of the final course grade is based on individual writing assignments. Another 20% of their grade is based upon a group writing assignment. As part of the group assignment each student is responsible for gathering and interpreting evidence and preparing a summary report.	The following assignments are individual writing assignments: Integration Brainstorm, Literature Review draft & final, Science Fiction Story draft & final and Life Plan. The following assignment is a group writing assignment: White Paper draft and final.
2	This course requires students to analyze current trends, cycles, problems and changes using critical thinking, integration and futures forecasting skills to try and predict what the future might entail and its influence on their future career goals and trajectory.	The Literature Review, Fictional Story (which is based on current trends/ evidence), White Paper and the Life Plan assignments all require gathering, interpreting and evaluating evidence.
3	The course includes six either writing assignments or speaking assignments that are in-depth and require students to critically engage with the course material.	The Literature Review, Sector Presentation, Fictional Story, White Paper (and presentation) and the Life Plan assignments are substantial writing or speaking assignments that require students to critically engage with the course material.
4	Three of the course assignments require a rough draft (with instructor comments and feedback), peer review and a final paper. On all three of these assignments students will be required to edit and revise their work based upon feedback from their professor and peers.	The Literature Review, Fictional Story and White Paper all require a rough draft, peer review and final paper. Both the professor and the student's peers will review and edit these three assignments. Students will make revisions based on the feedback received for their final versions.

Course Catalog Description

IDS 302 Interdisciplinary Inquiry

Catalog Description: This course explores interdisciplinary and integration as applied to various approaches of inquiry and investigation through a specific set of skills.

IDS 302: Interdisciplinary Inquiry
Topic: Interdisciplinary Forecasting
Spring 2019
Interdisciplinary Studies Program
Arizona State University

Note: This course is a permanent course with topics. This is a sample syllabus of the topic, From Immigration to Reform. Topics will vary.

Instructor: Instructor

E-mail: InstructorEmail@asu.edu

Phone: 480-727-7337

Office Hours / Location: USE 230, T & TH, 2:00-4:00

Course Information:

Course Time and Location:

Catalog Description: This course explores interdisciplinary and integration as applied to various approaches of inquiry and investigation through a specific set of skills.

Topic Description: This class will utilize an interdisciplinary forecasting model to examine current trends and their possible effect on our world. Through this course, students will examine current scientific, technological, social and educational trends and try to predict what our world will look like in the future. Students will also examine their specific fields of study and career aspirations to identify trends and industry changes that may occur. After examining what our future world might look like students will create a plan for their own future career and life trajectory.

Course Objectives: The goal of this course is to teach students integrative future forecasting skills.

Student Learning Outcomes:

Through in class presentations, readings and written assignments, students will be able to:

Category	Required Learning Outcomes
Critical Thinking	<ul style="list-style-type: none">- Ask appropriate questions about the nature of knowledge, such as: epistemology, value and relevance, philosophy of science, evidence associated with a claim, believability of expert opinion, use of statistics, bias, reliability, validity, etc.
Knowledge of Multiple Research Methods	<ul style="list-style-type: none">- Comment on the strengths and weaknesses of various approaches to research / inquiry, and how multiple modes of research serve as tools to solve interdisciplinary questions / issues.- Differentiate between qualitative and quantitative research, and understand some of the different research approaches that are associated with each.- Understand the distinction between primary and secondary research, and the role of existing literature.- Analyze research problem(s) using at least two different perspectives.

	<ul style="list-style-type: none"> - Understand that different disciplines use different approaches to inquiry. - Understand how to design and structure an investigation.
Application of Research Methods	<ul style="list-style-type: none"> - Perform primary research. - Analyze and reflect on process and/or results of primary research. - Understand research related ethics.

Topic Student Learning Outcomes:

Through in class presentations, readings and written assignments, students will be able to:

- Enhance their ability to examine future trends from a variety of disciplinary perspectives
- Integrate insights gained from examining future trends and apply the insights to their own life planning
- Improve interdisciplinary inquiry skills through researching current trends
- Increase critical thinking skills
- Develop forecasting skills using a futures model
- Learn to make predictions based on current trends
- Clarify personal values and life goals
- Improve writing skills through the creation of a life plan

Text: Weekly readings will be available on-line through canvas or will be distributed in class.

Prerequisite: Student must have completed IDS/BIS 201 or IDS/BIS 301 with a C or better prior to taking this class.

Literacy and Critical Inquiry Designation: This course meets General Studies “L,” literacy and critical inquiry requirements. Literacy is competence in written and oral discourse; critical inquiry is the gathering, interpretation, and evaluation of evidence. The literacy and critical inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

Course Requirements:

All students are expected to complete the following requirements:

Assignment	Grade	Due	
Participation	20%	Daily	
Integration Brainstorm Assignment	2%	1/15	C1
Environmental Scan articles	4%	1/22	
Literature Review Draft	5%	1/31	C1, C2, C3, C4
Literature Review Peer Review	2%	1/31	C4
Literature Review Final	10%	2/5	C1, C2, C3, C4
Sector Presentations	10%	2/7-2/21	C3
Science Fiction Story Draft	5%	3/21	C1, C2, C3, C4
Peer Edit Stories	2%	3/21	C4
Final Story & Presentation	10%	3/28	C1, C2, C3, C4
White Paper Draft	5%	4/4	C1, C2, C3, C4
White Paper Final Paper & Presentation	15%	4/9 & 4/11	C1, C2, C3, C4

Grading Scale:

A 100-90 B 89-80 C 79-70 D 69-60 E 59 & below

Course Schedule

Date	Assignment	Due
1/8	Introduction to course	Read over syllabus
1/10	Overview of Interdisciplinary Futures Model	Futures Studies Readings on Canvas
1/15	Integrative Models: Newell, Repko, Klein	Integration Brainstorm Assignment
1/17	Future Visions	Visioning Exercises
1/22	Environmental Scan Discussion	Each student is to do a web-search and bring at least two related articles to class.
1/24	Literature Review	Lit review outline
1/29	Futures Wheel & Sector Groups	Create Futures Wheel
1/31	Literature Peer Review	Literature Review Draft Due, Peer review
2/5	Futures wheel continued, Groups (prepare sector presentations)	Literature Final Paper Due
2/7	Sector Presentation: Physical Sciences, Natural Sciences, Engineering, Math, Computer Science, Sustainability	Presentations, activity & discussion
2/12	Sector Presentation: Psychology, Sociology, Anthropology, Education, Health	Presentations, activity & discussion
2/14	Sector Presentation: Justice Studies, History, Political Science, Area Studies, Misc.	Presentations, activity & discussion
2/19	Sector Presentation: Business, Organizational Leadership	Presentations, activity & discussion
2/21	Sector Presentation: English, Language Studies, Art, Music, Theater, Design Studies, Communication	Presentations, activity & discussion
2/26	Movie: Children of Men	
2/28	Movie: Children of Men	
3/5	Movie Discussion and Create Alternative Images	Discussion Guide Due, Possible Futures Handout
3/7	Story Creation	Story outline
3/12 & 3/14	Spring Break	
3/19	Create Preferred Futures (visions)	Preferred Futures Handout
3/21	Peer Edit Science Fiction Stories	Science Fiction Story Draft Due
3/26	Create an Action Plan (White paper)	Read about White papers

3/28	Story Presentations	Final Science Fiction Story Due
4/2	Group White Paper Writing	Group meet to work on White Paper
4/4	White Paper Edit & Presentation Planning	White paper draft due
4/9	White Paper Presentations	Presentations
4/11	White Paper Presentations	White Paper Final due, Presentations
4/16	Life Planning: Trends, Cycles, Problems, Change	Apply trends to your future
4/18	Life Planning: Implications & Scenarios	Futures Wheel
4/23	Life Planning: Preferred future you	Action Plan
4/25	Wrap-up	Life Plan Due

* Schedule is subject to change

Description of Assignments and Grading:

Participation & Attendance: (10%) It is expected that you will attend class regularly and participate in class discussions and exercises. Absences will be excused only in case of emergency or official university business and **four or more absences could result in failing the course.**

C1 Integration Brainstorm Assignment: (2%) Each student will be responsible for completing a brainstorming that helps them to integrate their areas of study with a current trend, cycle, problem or change. Brainstorms should be a minimum of one page.

Articles: (4%) Each student will be responsible for doing an environmental scan of literature and reporting on two articles related to a future trend, cycle, problem or change as part of a class discussion.

C1, C2, C3, C4 Literature Review: (Draft 5%, Peer Review 2%, Final 10%) Each student will be responsible for doing an environmental scan and writing a literature review based upon a trend, cycle, problem or change that relates to their areas of study. Reviews should be at least four pages double spaced and include at least four sources, two of which need to be primary research. Primary research is original research done by the researcher. Reviews should be cited in APA and use 12 point font.

C3 Sector Presentations: (5% Individual grade, 5% group grade) Each group will be responsible for teaching one day of class. The presentations must include an overview of future trends, cycles, problems or changes related to the sector. Each group will be responsible for giving an overview presentation, developing an activity and leading a discussion on the topic. Each member of the group must present for at least five minutes, sector presentations must also include an activity and interactive discussion and last at least an hour. An individual and group grade will be assigned. Individual grades are based upon the individual five-minute presentations and the group grade is based upon the activity, interactive discussion and overall presentation.

Discussion Guide: (2%) Each student will be responsible for completing a discussion guide that accompanies watching the movie Children of Men.

C1, C2, C3, C4 Science Fiction Story: (Story 10%, Draft 5%, Peer Edit 2%, Presentation extra credit 3%) Each student will write their own five-page short science fiction story. Each story should be futuristic

and related to the student's area of study and a current trend, cycle, problem or change.

C1, C2, C3, C4 White Paper: (10% paper, 5% presentation, 5% draft) Students will work in groups to write a white paper. White papers are often used in government settings. They describe a problem and propose a solution. They should be around four to five pages long. To write a white paper you should state the problem and then lay out a comprehensive plan on how to solve the problem. Your white papers should use an interdisciplinary/ integrative approach and discuss how best to achieve the preferred future. Each member of the group is responsible for gather and interpreting evidence and preparing the report.

C1, C2, C3 Life Plan: (10%) Students will write a four-page life plan that considers possible future trends, cycles, problems or changes and applies them to their life plans. Plans should include personal goals and objectives for 1 year, 5 years, and 10 years from now. Plans should also include personal mission and vision statements.

Course Policies:

Attendance Policy

Participation is an integral part of this course. The student's participation will be assessed taking into account: attendance, participation in class activities, and participation in class discussions. Essential for participation is preparation. It is expected that each student has completed all readings and assignments for each class. Four or more unexcused absences could result in failing the course.

Late Assignment Policy

Late assignments will be penalized 10% for each week that they are late.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at Jessica.hirshorn@asu.edu.

Classroom Behavior

Include policy regarding expected classroom behavior and the use of cell phones and other devices. Define inappropriate use of cell phones and other devices.

We want to build a classroom climate that is comfortable for all. It is important that we 1) display respect for all members of the classroom – including the instructor and students; 2) pay attention to and participate in all class sessions and activities; 3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and 4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

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.

Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account. For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking 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.

University Policies:

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at <https://provost.asu.edu/academic-integrity>.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students. The site can be found here: <https://eoss.asu.edu/drc>

<p>Downtown Phoenix Campus Post Office, Suite 201 Phone: 602.496.4321 E-mail: DRCDowntown@asu.edu</p>	<p>Tempe Campus Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: DRCTempe@asu.edu</p>
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<p>Polytechnic Campus Sutton Hall - Suite 240 Phone: 480.727.1039 E-mail: DRCPoly@asu.edu</p>	<p>West Campus University Center Building, Room 130 Phone:602.543.8145 E-mail: DRCWest@asu.edu</p>
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Mental Health

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. Here is the 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.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at: <http://asu.edu/aad/manuals/acd/acd125.html>.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

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 the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at: <https://sexualviolenceprevention.asu.edu/>.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural

diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

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 Canvas.

Campus Resources

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>
- 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/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>

Required Readings / Text

Text: No textbook is required in this class, however, weekly readings (articles/videos) will be available on-line through canvas or will be distributed in class.