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: **ogl**	Number: **482**	Title: Pro-Seminar II	Units: 3

Course description: **In Pro-Seminar II, students draw on their personal background, individual differences, knowledge and skills to assess career choices that maximize your strengths, values, and passions. Students will explore their own balance between work and the other important elements in your life, and develop strategies for living a meaningful and fulfilling life, at least through your work. Students will explore the notion of career management and work/life integration from a number of different perspectives, and centered on your own unique personal characteristics, life circumstances and goals. Students will explore some of the most relevant career management literature / theory, taking into consideration the interdisciplinary nature of this topic. You'll also connect with some of the ideas you became familiar with in your previous Organizational Leadership core courses, conduct a qualitative, thematic self-analysis, develop short term and long term career / life plans, and collect artifacts to help along life's journey.**

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

_____ (Required)

Requested designation: Literacy and Critical Inquiry–L   **Mandatory Review:** (Choose one)

*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 2019 Effective Date: October 5, 2018   For Spring 2020 Effective Date: March 8, 2019

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:

- [X] Signed course proposal cover form
- [X] Criteria checklist for General Studies designation being requested
- [X] Course catalog description
- [X] Sample syllabus for the course
- [X] 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:

Rev. 7/2018

| Name | David Thomas | E-mail | david.thomas@asu.edu | Phone | 480-727-7061 |

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Kevin Ellsworth   Date: 10/23/2018

Chair/Director (Signature):

| Name | David Thomas | E-mail | david.thomas@asu.edu | Phone | 480-727-7061 |

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.*	Annotated Course 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:**

C-1

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".**

☒	☐	**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Annotated Course Syllabus

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

C-2

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".**

☒	☐	**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.	Annotated Course 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:**

C-3

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".**

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.*	Annotated Course 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
OGL	482	Organizational Leadership ProSeminar II	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	There are no quizzes or exams in this course. 100% of the grade is based on six core written assignments / papers, and written discussion topic responses.	The syllabus (Assignments Summary & Grading Policy section) shows that 100% of the student's grade comes from six written assignments and six discussion topic-based essays. All are written, individual (not group) assignments.
C2	All of the writing assignments / discussion topic essays involve the gathering, interpretation and evaluation of evidence.	A description of the writing assignment / discussion topic essays demonstrate that they each require different forms of gathering, interpretation and evaluating various forms of evidence. (Assignments Summary & Grading Policy section of the syllabus.)
C3 & C4	There are six core, substantial writing assignments and six discussion topic / essay assignments arranged throughout the term (one each per learning module) so that the students will receive timely feedback to help them do better on the subsequent assignments. Detailed feedback (both individualized and group feedback announcements) are provided weekly. In Week 4, a detailed qualitative thematic analysis paper requires students to interperet evidence and synthesize data in the inductive development of life themes. Likewise, in Week 6 and in their e-portfolio (initially developmed in ProSeminar I), students draw on key insights throughout the semester's self-assessments, and develop a detailed career plan, using project management best practices.	The syllabus shows that there are six substantial writing assignments and six discussion topic / essay assignments, and that they are arranged evenly throughout the term so that the students can receive timely feedback to help them do better on the subsequent assignments.

OGL 482 Catalog Description

Students draw on their personal background, individual differences, knowledge and skills to assess career choices that maximize their strengths, values and passions. Students explore their own balance between work and the other important elements in life, and develop strategies for living a meaningful and fulfilling life, at least through work. Explores the notion of career management and work/life integration from a number of different perspectives, and centered on one's own unique personal characteristics, life circumstances and goals. Explores some of the most relevant career management literature/theory, taking into consideration the interdisciplinary nature of this topic. Also connects students with some of the ideas learned in previous organizational leadership core courses, conducts a qualitative, thematic self-analysis, develops short-term and long-term career/life plans, and collect artifacts to help along life's journey.

OGL 482: Pro-Seminar II

Bachelor of Arts, Organizational Leadership

College of Integrative Sciences & Arts / ASU Online

Arizona State University

Your Professor

David A. Thomas, Ph.D.
Principal Lecturer, Faculty of Leadership & Interdisciplinary Studies
College of Integrative Sciences and Arts

Office: USE 248 (Urban & Systems Engineering Building)

Office Phone: (480) 727-7061

Office Hours: Varies – E-mail me to set up an appointment

E-Mail: **david.thomas@asu.edu**

>   ** When e-mailing, please make the **subject line** useful by including
>   a) your last name
>   b) a word or two that captures the main point of your email.
>
>   In the **body** of your email, you might want to include your PHONE NUMBERS, in case it is faster/better for me to contact you that way.

** This course is offered by the College of Integrative Sciences & Arts. For more information about the college, visit our website: https://cisa.asu.edu/.

Course Overview

The Organizational Leadership Pro-Seminar is six credit hours divided into two specific courses. These particular courses, unlike some other college courses you may have taken, are not about the simple conveyance of facts to fill your head. The **OGL 481 Pro-Seminar Experience** moves beyond that, and provides you with material and assignments that encourage your development as a careful, constructively critical, integrative thinker. These courses will help guide you deeper, into more comprehensive thinking about yourself and organizations.

Beyond traditional organizational leadership content, your second half of your Pro-Seminar Experience is about learning how to think differently about your career management, your work-life balance, and your overall life design. Organizational and personal leadership blend, as the idea of *integrative thinking* becomes a deeper part of your sense of "self."

Even though this is an online class, it involves "active learning" as the full responsibility for what you get out of it (and how well you do score-wise) falls to you. How pro-actively you engage the material, manage your time, follow instructions and apply yourself with care and an open-mind will determine your outcomes.

Course Description

In Pro-Seminar II, students draw on their personal background, individual differences, knowledge and skills to assess career choices that maximize your strengths, values, and passions. Students will explore their own balance between work and the other important elements in your life, and develop strategies for living a meaningful and fulfilling life, at least through your work. Students will explore the notion of career management and work/life integration from a number of different perspectives, and centered on your own unique personal characteristics, life circumstances and goals. Students will explore some of the most relevant career management literature / theory, taking into consideration the interdisciplinary nature of this topic. You'll also connect with some of the ideas you became familiar with in your previous Organizational Leadership core courses, conduct a qualitative, thematic self-analysis, develop short term and long term career / life plans, and collect artifacts to help along life's journey.

Category	Student Learning Outcomes
Career Management & Work-Life Integration	• Demonstrate best practices in the development of a personal narrative / autobiography. • Discuss the key concepts associated with values, purpose, and vision - in an individual sense and in an organizational sense. • Demonstrate best practices in qualitative interviewing by developing an interview guide sheet and conducting qualitative interviews. • Collect personal qualitative data by engaging in various interests, skills, personality, and communication style instruments / assessments and reflecting on your results. • Evaluate and discuss your own personal "organizational" versus "protean" career characteristics. • Experiment with various network planning methods and develop a networking plan.
Synthesis, Assessment, and Transfer of Learning	• Perform a self-assessment of program-based learning in alignment with Organizational Leadership learning outcomes, and include this assessment in an e-portfolio. • Develop, collect, and reflect on artifacts (across various academic and other life areas) indicative of personal interests and achievements.

	• Perform a qualitative thematic self-analysis and develop a set of "life themes."
	• Demonstrate theory borrowing, using concepts from Jim Collins' book *Good to Great* with respect to best practices in organizational leadership versus personal leadership.
	• Develop an integrated long term career strategic plan
	• Develop a short-term (1 – 2 years) career plan, using best practices regarding project planning / management knowledge and skills.
Documentation & Self-Assessment of Key Learnings	• Develop (or employ) technical skills and technology-based tools, including website design and publishing, in support of the continued refinement of an academic and professional e-portfolio.
	• Demonstrate project management, design, and creativity skills through the continued development of your e-portfolio.
	• Self-assess, describe and illustrate key interests, skills, and personal connections (gained in the Organizational Leadership Program) through the presentation of artifacts and reflective writing.
	• Develop a deeper understanding of learning theory, and how key knowledge and skills can be effectively showcased in an online environment.
	• Demonstrate a variety of communication skills and best practices with respect to electronic portfolio development.
Literacy and Critical Inquiry	• The vast majority of your grade in this course will depend upon writing, including multiple substantial writing tasks (Discussion Topics and Papers) 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.
	• Papers and Discussion Topics require the gathering, interpretation, and evaluation of evidence.

Commented [DT1]: C1, C4

Commented [DT2]: C2

Text Books / Course Readings

The following textbook and materials are required for the course:

1. ***Career Management and Work-Life Integration: Using Self-Assessment to Navigate Contemporary Careers*** by Brad Harrington & Douglas T. Hall. Sage Publications, copyright 2007.

   You should pick it up or order it from the ASU bookstore or order it ASAP online (available from most online retailers such as Amazon.com). You'd be wise to choose one of the faster shipping options as you do need the book starting in Week 1 of the course. Unfortunately, you can't do the class without the book so be sure to secure a copy right away!

2. There is also a ***Harvard Business Review CoursePac*** of articles that are part of the required readings for this course. The ASU bookstore has been provided with a list of articles included in the coursepac – but they have not been able to successfully provide the readings directly to students (at least not as of Fall 2015). There would also likely be a mark-up in price if you were able to purchase it through the ASU bookstore - since ASU does not have copyright clearance for these articles.

   Your best bet is to purchase the digital coursepac directly from Harvard Business Publishing.

   Click on the link under the "Textbook Information" tab of the course website (and create an account if necessary) to pay for and download the coursepac articles.

   (See the "Textbook Information" navigation tab on the course website for the link to the HBR Coursepac.)

Assignments Summary & Grading Policy

ASSIGNMENTS / ACTIVITIES	POINTS	DUE DATES
WEEK 1:		
DISCUSSION TOPIC 1 - *The Three Questions, Managing Oneself, and Personal Identities (Qualitative and quantitative self-assessments.)*	30	SEE COURSE SCHEDULE OR WEEK 1
CORE ASSIGNMENT 1 - *E-Portfolio Updates & Interests / Skills Assessments (Analyzing and presenting academic and professional skills and knowledge within the context of demands of the contemporary workplace.)*	50	SEE COURSE SCHEDULE OR WEEK 1

WEEK 2:		
DISCUSSION TOPIC 2 - *Values, Desires, Structures & Inertia (Analysis of key characteristics of organizational structures and inertia with respect to alignment with core values and career aspirations.)*	30	SEE COURSE SCHEDULE OR WEEK 2
CORE ASSIGNMENT 2 - *Intellectual Autobiography: A Personal Narrative (Synthesis of academic and professional development, critical analysis of transferable skills, learning and development from a life-span developmental perspective.)*	50	SEE COURSE SCHEDULE OR WEEK 2
WEEK 3:		
DISCUSSION TOPIC 3 - *Personality / Leadership Assessments Collection, Career Anchors & 10 Years Out Activity (Qualitative and quantitative self- assessments.)*	30	SEE COURSE SCHEDULE OR WEEK 3
CORE ASSIGNMENT 3 - *Interviews with Significant Others & Self-Reflection (Qualitative interviews an analysis of qualitative interviewing best practices.)*	50	SEE COURSE SCHEDULE OR WEEK 3
WEEK 4:		
DISCUSSION TOPIC 4 - *Ideal Organization Exercise (Analysis of best practices with respect to effective cultural and leadership development.)*	30	SEE COURSE SCHEDULE OR WEEK 4
CORE ASSIGNMENT 4 - *Qualitative Research Project – Thematic Analysis (Qualitative research project illustrating a thematic analysis of data collected throughout the first four modules of ProSeminar II.)*	50	SEE COURSE SCHEDULE OR WEEK 4
WEEK 5:		
DISCUSSION TOPIC 5 - *Career and Life Orientation Index and Purpose & Mission Statement (Qualitative and quantitative self- assessments, inquiry into best practices developing professional aspirations.)*	30	SEE COURSE SCHEDULE OR WEEK 5
CORE ASSIGNMENT 5 -	50	SEE COURSE SCHEDULE OR WEEK 5

Commented [DT6]: C2, C3 **Applies for all Discussion Topics / Assignments**. All discussion topics and core assignments require interpretation and evaluation of both qualitative and quantitative evidence, as well as critical inquiry with respect to the psychology of learning and development, organizational leadership development, and project management.

C4 – See order of Discussion Topics / Assignments - Weekly

The Career Decision Matrix (Analysis of career options based on research of various career fields within the context of the thematic analysis conducted in Week 4.)		
WEEK 6:		
DISCUSSION TOPIC 6 - *BHAG / Vivid Description, Lifestyle Representation Activity / Exercise, and Final E-Portfolio Revisions (Final opportunity to review and revise e-portfolios.)*	30	SEE COURSE SCHEDULE OR WEEK 6
CORE ASSIGNMENT 6 - *Career Plan / Strategy & Goals (Inquiry into the career planning and career / life balance literature, and the presentation of a career plan that exhibits project management / project planning skills derived throughout the Organizational Leadership program.)*	50	SEE COURSE SCHEDULE OR WEEK 6

Total Point Score	Letter Grade
435 – 480 (90% and up)	A
385 – 434 (80% to 89%)	B
330 – 384 (70% to 79%)	C
285 – 329 (60% to 69%)	D

*** Details on the above assignments / discussion topics are in the Weekly Learning Module areas (Week 1 through Week 6) of course website.*

*** **Success Note / Fair Warning**

If you are prone to procrastination, it is time to slay that dragon! Your life will be SO much easier and you will be MUCH more successful in this class if you habitually read the assignment materials AS EARLY as you can each week, and get an early start on the weekly assignments and discussion topics.   That way you have time to read actively, review your work, reflect and connect the web-based content with your own life experience, and then write / proof-read your work by the end of each week.

Readings quizzes, Discussion Topics, and Core Assignments are generally due Sunday nights at 11:59 p.m. AZ time. Also, please remember, that I may not be as available on the weekends so do enough early in the week to see if you have questions.

Please note that while most assignments are due on Sundays (at 11:59pm), some assignments / due dates near the beginning / end of the course may be on a different day of the week (depending on semester schedule based on the ASU academic calendar). Take a look at the Course Schedule, or the Weekly Learning Modules (Week 1 through Week 6) introductory information for actual due dates.

Also, while these are firm due dates, you are generally in control of your schedule beyond that. So, for instance, if you know you need more time to read something, start earlier. Or, for example, you know you have a wedding coming up and you will be gone on a due date, plan ahead to get the work done early and submit it before you go. All assignments are visible from day one, so while this is NOT a self-paced class, you can build in your own wiggle room if you plan ahead. (Generally, if you plan ahead to spend at least as much time as you would coming to campus and sitting in a face-to-face class, plus homework, you should be fine!)

All assignments will be graded within a week of the due dates. Individual and group feedback will be provided as applicable.

<u>*Late Policy*</u>

Due to amount of work required for this course, **<u>no late work will be accepted for credit except when the student has contacted the Professor prior to the assignment deadline with extraordinary circumstances and appropriate documentation.</u>** If you think you will have trouble meeting the assignment deadlines for this course, you would be well advised to drop the course and take it when you have more time to devote to your studies.

There is sufficient time to do each assignment and you know about them all in advance so can plan ahead and basically start immediately on the next assignment once you have completed the previous one. As mentioned above, if you know you have a busy week coming up, start early or work ahead a bit. If the professor agrees to accept late work, a late work penalty will be assigned (-20% for up to one week late; -50% for between one and two weeks; 0 (zero) points for any work over two weeks - or for any work not submitted by the last day of classes. **<u>But please remember that no late work will be accepted for any credit except when the student has contacted the Professor prior to the assignment deadline with extraordinary circumstances and appropriate documentation as applicable.</u>**

Illness and/or catastrophes: The late work policy applies to students who are ill or who are having personal problems. These students are encouraged to face adverse conditions and survive. The key here is to get an early start and do not procrastinate! However, students facing catastrophic illness or events are advised to make an appointment with the instructor, and develop a special plan of action.

Other workload considerations: Finally, lateness due to national or religious holidays, for athletic events or work/internship events has never come up in my online

classes and "absences" don't make sense either. I suspect because it isn't really a valid reason as the due dates are laid out from the start of the course – and folks can plan ahead (to turn something in before the holiday or sporting event, etc.)… This is, in fact, one advantage of taking online classes!

Clearly specifying assignments, and other course requirements, at the beginning of the course is, again, by design so everybody has plenty of time to know what's coming (and when) in order to give you more time on any one assignment if you personally think you need it, or if you want to work ahead a bit to clear some time on your calendar. So if you know you have travel plans for fun, will be super busy at work one period of time, gone for business, or have restrictions or celebrations to attend for your family or religion on a certain day, *please simply plan ahead so you can turn your work in any time before that.*

Attendance Policy

Attendance for in-person classes is required in order to learn the topics presented and will be taken each class session, be sure to sign the sign-in sheet every class period. Follow the appropriate University policies to request an accommodation for religious practices per ACD 304-04 policy for religious observances/practices or to make arrangements for missed a assignment due to University-sanctioned activities per ACD 304-02. Students who arrive more than 15 minutes late to class or leave early are considered absent for that class period.

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or https://my.asu.edu.

Communicating With Your Professor

This course uses a discussion board called *"Hallway Conversations"* for students to help each other with general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, feel free to post your question. You are encouraged to respond to the questions of your classmates.

IMPORTANT! If you would like to get your question answered quickly by me, please email me directly (since I'm not regularly checking that discussion board)! I'm always available via email for any of your questions, comments, or concerns! Thank you!

Email and Internet

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.

All correspondence from your Professor will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course. (See Arizona Board of Regents policy below.)

ABOR Policy Regarding Coursework Expectations

Please read this policy carefully. Sometimes students come into an online course (especially one of these intense, accelerated courses) with a full load of courses as well as other obligations, and find that they do not have the time to devote to their studies. This is a time-intensive course, and one that benefits students significantly. It's important, in terms of expectation setting, that you are aware of the official ASU policy regarding reasonable and required course workload (per credit hour of a course).

> ASU POLICY: *The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit.... Off-campus courses, regardless of mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. An equivalent of 45 hours of work by each student is required for each unit of credit."*
> *(http://azregents.asu.edu/rrc/Policy%20Manual/2-224-Academic%20Credit.pdf).*

> *Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a high-quality university education. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.*

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Please do not submit an assignment via email.

Assessment Guidelines

Following are my Assessment Guidelines for your perusal. Your grades will be assigned based on the principles there that relate to the quality and compliance with the detailed instructions laid out in each assignment.

I will post your points to the online Grade book. Then I will offer comprehensive feedback to the class on the Announcements page (my main way of communicating with the class) that speaks in general terms and offers examples of how people did…what tended to earn a better versus a less good grade, etc. so you can learn from what everyone did right (and wrong) on each assignment to apply to doing better on the next assignment.

Please consider your points in the context of that feedback given and what was asked for in the instructions as a way of understanding your score. Through working with many online students I've learned that most prefer this method of feedback (once they get used to it) as it helps build community by letting you know how you fit in with the whole and how you might do better. It's like the comments the teacher gives a face-to-face class after an assignment is done.

Thus, I may not provide individual feedback to students (especially on weekly discussion topics) unless they ask for it after having first read the applicable feedback announcement. Many educators consider this a more advanced form of feedback helping good thinkers (which you should be at this stage of your education) build still better critical thinking skills and skills in self-evaluation, or at least practice them before asking for more specific, individualized feedback. (And it discourages students from ignoring contextual feedback and focusing only on themselves.) You will see that I give plenty of feedback in these announcements. If you re-read what you turned in objectively (in light of the instructions, assessment guidelines, and feedback announcement) you should be able to recognize why you fell where you did on the continuum. (When I do give individual feedback, it is usually attached via hyperlink to your grade in the gradebook…keep an eye out for it.)

All that is said so you understand how the class works and what is expected of you.

Still, please know, you are always welcome to email me if you do need some individual feedback in any given case – or if you would just like to develop a more in-depth relationship! I am here for you, and I look forward to getting to know you all better!

Citing Style for Discussion Topics / Assignments

I do ask students to cite their references (in text), and in a "works cited" at the end of the document if you are referencing any materials outside of the required course readings. Here is some potentially useful info for citing, using the APA citation style.

http://libguides.asu.edu/OrganizationalStudies/citingsources The ASU Organizational Studies library guide.

http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html and for help with just about any sort of citation you need to do for several styles (including APA)

Some additional ones…University of Wisconsin Writing Center, "Writer's Handbook: Documentation Styles," pp. 1-2 (of 5), http://www.wisc.edu/writing/Handbook/Documentation.html.

Assignment Formatting / Submission Tips

Please follow these instructions carefully:

- If possible, write your assignments in Microsoft Word. If you are using Microsoft Word 2010 or any other word processor (such as Word Perfect or Pages for MAC), be sure to save your file as a Rich Text File (.rtf) or and an Adobe PDF file (.pdf) before you submit it to the course website. When in doubt, please save your work in one of these file formats.

- Always be sure to spell-check and proofread your work.

- Always back up your work – and do it regularly to an external drive or flash drive. You should always have your work saved in at least two places.

- Use the class naming convention for files of YourName_AssignmentName for each assignment).

Required Format: Core assignments must be typed / word-processed (11 point font / 1.5 line spacing / 1 inch margins). When you are responding to specific questions / prompts, please **include the questions / prompts** before your responses (you can copy and paste them from the course website).

Put the assignment number/name on the top left, and your name on the top right, of the first page. Follow the assignment submission instructions carefully and save each file as outlined above. Failure to follow formatting and submission instructions may cost you points!

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. Thank you, and much appreciation for your thoughtful feedback!

Policy on Incompletes

Please note that incompletes will be given only in very special circumstances. An incomplete will only be granted to a student who has only a minor portion of the work left undone at the end of the semester, as the result of special circumstances only. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone and speaker
- You will be provided with details on how to connect to Executive Insight Sessions (free). Contact jill.jordan@asu.edu for more details.

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: https://students.asu.edu/academic-success
- 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

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at http://my.asu.edu or the Blackboard home page at https://myasucourses.asu.edu

To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu/.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:
- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your Professor and peers
- create a study and/or assignment schedule to stay on track

Other Course Policies

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.

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. The site can be found here: https://eoss.asu.edu/drc

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

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. Students must not upload to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work. 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.

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 notetaker's name as well as the instructor's name, the course number, and the date.

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.

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: studentsuccess.asu.edu/frontpage
- Counseling Services: students.asu.edu/counseling
- Financial Aid: students.asu.edu/financialaid
- Disability Resource Center: asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: uc.asu.edu/majorexploration/assessment
- Career Services: students.asu.edu/career
- Student Organizations: asu.edu/studentaffairs/mu/clubs/

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.

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.

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/faqs.

"As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.

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 via email.

Classroom Behaviors & Student Conduct Statement

Students are required to adhere to the behavior standards listed below:

- 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.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. 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/usi/usi201-10.html).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

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.

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.

Assessment Guidelines Rubric
Each assignment has a different focus with specific requests, but these general rules apply to each as I look for junior / senior-level work and good thinking and writing skills in all work.   Divide the points you earned by what the assignment was worth to calculate your grade.

* Application and integration of disciplines is always welcome and is encouraged. That said, it isn't specifically required for each assignment so, when you see that item below, realize that I know—and you should too from reading the assignment details—when it is required and when it isn't. :-) In some of our assignments, you will be able to substitute the word "frames" and such for disciplines.

A = Excellent = Exceptional Paper
- All items requested in the assignment details are included, exceptionally outlined
- Comprehensive grasp of subject matter is demonstrated
- In-depth understanding of relevant concepts issues related to topic addressed / assigned
- Profound analytical critique, synthesis, & evaluation of information
- Insight in thought and contribution of something new
- Thorough explanation of the connection and/or application of disciplines *
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A virtually flawless mastery of all aspects of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

B = Good = Above Average Paper
- All items are included: meets all requirements
- Good grasp of subject matter is demonstrated
- Basic understanding of relevant concepts & issues related to topic addressed
- Incorporates the connection between disciplines or the application thereof *
- Some in depth analytical critique, synthesis, & evaluation of information
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A good grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

C = Satisfactory = Competent Paper
- All items are not included: one key area weak or missing
- Basic grasp of subject matter is demonstrated
- Some understanding of relevant concepts & issues related to topic addressed
- Adequate attempt for analytical critique, more reporting than analyzing
- Minimal attempt to discuss/apply disciplines *
- Essay with an acceptable style and structure
- Basics of grammar, structure, and spelling
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

D = Poor = Marginally Acceptable Paper
- All items are not included: more than one key item missing or very weak
- Confusion of subject matter is demonstrated
- Understanding of relevant concepts & issues related to topic addressed is weak
- Just reporting events

- Just mentions the connection between, or application of, disciplines *
- A basic grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.

E = Failing = An Unacceptable Paper
- All items are not included
- A basic lack of understanding of the subject matter
- No attempt to go beyond description
- No mention of the application or integration of disciplines *
- Written expression is disorganized and poorly expressed
- Serious errors in grammar, sentence structure, and spelling
- Timely submission & Academic integrity questionable
- Standard format not followed

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