

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

### Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	New College of Interdisciplinary Arts and Sciences	Department/School	School of Mathematical and Natural Sciences
Prefix:	LSC	Number:	394
Title:	The Biology of Sharks, Skates, and Rays		Units:
			3

Course description: This specialized course will provide an overview of elasmobranch biology with an emphasis on anatomy, physiology, and ecology of sharks, skates, and rays. A comparative approach will be used to illustrate the uniqueness of this group and their adaptations will be demonstrated through selected topics that will be addressed using lecture/discussion of contemporary literature.

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**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** (Choose One)

**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](mailto:Phyllis.Lucie@asu.edu).

### Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

### Area 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. 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.

### 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.**

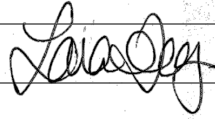
### Contact information:

Name James Sulikowski E-mail James.sulikowski@asu.edu Phone 602 5431214

### Department Chair/Director approval: (Required)

Chair/Director name (Typed): Lara Ferry Date: 10/1/19

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"/>	<b>CRITERION 1:</b> 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>	Out of class final exam
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. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Written report
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> 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.	Combination of C-1 and C-2
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div>			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> 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>	Two drafts are required before a final report is due
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: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	General Studies Designation
		The Biology of Sharks, Skates, and Rays	

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	Sixty three percent of the grade for this course is comes from writing assignments	page 3 of the syllabus
C2	Both writing assignments involve gathering, interpreting and evaluating information. This data comes from both class based (provided by instructor) and primary literuate (investgations by students).	pages 3 and 4 of the syllabus
C3	1) students have an out of class comprehensive final exam that is expected to be 25 pages in length  2) students have a final report that is expected to be 20 pages in length	pages 3 and 4 of syllabus
C4	First Draft of the report will be due on 10/01/2020. This draft should be in outline form with pertinent and detailed for section topic above provided.  A second draft of the report is due on 11/1/2020. This draft should be in written form and should include detailed information for each section above as well as a literature cited section	page 4 pf syllabus



**LSC 394: The Biology of Sharks, Skates, and Rays**  
**Meeting Time: XXXX**  
**Arizona State University – West Campus**  
**Fall 2020 – Section XXX**

**Instructor Information**

**Instructor:** James Sulikowski, PhD

**Email:** james.sulikowski@asu.edu

**Office:** CLCC 270

**Office hours:** XXX or by appointment

**Suggested Text**

Biology of Sharks and Their Relatives. Carrier, J.C., J.A. Musick, and M.R. Heithaus (2<sup>nd</sup> edition). CRC Press, Boca Raton, Florida

**Introduction:** This specialized course will provide an overview of elasmobranch biology with an emphasis on anatomy, physiology, and ecology of sharks, skates, and rays. A comparative approach will be used to illustrate the uniqueness of this group and their adaptations will be demonstrated through selected topics that will be addressed using lecture/discussion of contemporary literature.

**Course Objectives**

The curricular goals for this course takes advantage of the intellectual maturation of the third/fourth year students. It also builds on the attention that students pay to their major in the third/fourth years. Students will be expected to weave together the themes, methodologies, awareness, and skills they have learned in their first two/three years. This course will expect students to integrate and apply their acquired knowledge and skills to problems that require an understanding of the social sciences, the humanities, the environmental sciences, and other social and global issues. These problems require careful critical thinking, problem solving and decision making skills. In particular, students will be challenged to define complex problems and solve them, taking into account a variety of approaches and awareness, deciding what they need to know and how to get to know it. Specifically on completion of the course students will be able to:

- To demonstrate a familiarity with the major families of sharks.
- To understand the systematics and taxonomy of sharks and how evolution and biogeography have influenced the formation of the taxons.

- To demonstrate knowledge of the anatomy, physiology and reproduction of cartilaginous fishes.
- To understand the fundamental behavior and ecology of sharks.
- To understand the coupled human environmental interactions and the impact on sharks, skates and rays.

## Learning outcomes

- Students will be able to evaluate and synthesize information from multiple contexts and settings to achieve a common understanding of a phenomenon and to effectively characterize and/or implement an action designed to address a question, challenge, or problem.
- Students will be able to reflect upon, communicate, and objectively evaluate their thinking processes.
- Students will be able to describe the structure, function and physiology of major organs in elasmobranchs; the nervous system and sense organs, the respiratory and circulatory systems, the digestive system, the kidneys and the osmoregulatory system, the endocrine organs and the reproductive system.
- Students will be able to discuss how abiotic (environmental) and biotic (e.g. food, behavior) stressors may affect the biology of elasmobranchs.
- Students will be able to read, discuss and present scientific data.
- Students are able to integrate the anatomy, physiology, and biogeography of elasmobranchs and how these parameters have influenced the formation of the extant taxa.

## Classroom conduct expectations

1. Cheating on an exam will result in a grade of ZERO on that exam and a failing grade for the semester.
2. You will attend every class, give your full attention to the material, and conduct yourself in an appropriate manner.
3. Be on time, it is disruptive to other students when one is late for class.
4. You will treat everyone in the class with the respect.

## Instructional Method

**Lecture:** Lectures are provided in a traditional lecture format in power point. In addition, there will be in class participation All lectures are in PPT format and will be provided to the students via canvas.

**Evaluation:** Your achievement of course objectives will be based on three (3) hourly exams, a final report, and a comprehensive final exam. You will be also be “graded” on classroom participation, this means that my sense of your overall participation will influence me in making decisions on borderline grades.

## Assignments and Grading

Hourly exams (3; 100 points each).....300

C-3



Report.....	200
First draft of report.....	25
Second draft of report.....	25
Class Exercises/participation.....	50
Final Exam.....	200

Your course grade will be calculated as the sum of points received divided by the total possible points. I reserve the right to be somewhat subjective about borderline grades and will decide to give the student the benefit of demonstrating improvement, positive attitude and consistent positive class participation. The final exam is a comprehensive, open book/note test. This typically ends up being a 25 page paper.

### C-1

**Final exam details:** The final exam for Sharks, Skates, and Rays is a comprehensive, open note, take home test. Since this is open book I expect a great deal of detail and explanation. Figure and drawings (hand drawn computer generated) are required to help in my critique of your knowledge base. The final is to be typed, in 12 point times font, and double spaced. It must be well written (correct grammar and spelling), the information must come from my lectures, be written in your own words and the information compiled by yourself. Cutting and pasting from the internet or from another source will result in an automatic zero. Essentially you each will be building an elamobranh from scratch. What order would it be found in, where it lives, how it moves, respire, osmoregulates, reproduces, it's impact on people and peoples impact on your elamsobranh etc, etc, etc.....do not leave out any systems and be sure to explain how particular organs function, everything down to the types of teeth they have as well as conservation related issues. Again, explain each system in detail and how it works (i.e counter current mechanisms, respiration, why the need to replace teeth, in detail, etc, etc). I expect you to integrate systems (i.e musculatory and respiratory when possible). However, I only want to know about your elasmobranh and your elasmobranh only....do not compare and contrast or give your elasmobranh multiple attributes (i.e two different kinds of reproductive modes). Each student twill receive a broad based individualized question 1 month before the exam is due via canvas. Please email it me on or before noon on 12/xx/2020. Late finals (12:01 and after the due date) will not be accepted.

### C-2

**Report:** Each student will select a species and write a report that will be due on 11/30/20. Each student is responsible for providing the following information on their selected species. 1) Your report should address an "outside audience", with the assumption that reader was not in the class with you, but has some knowledge of elasmobranchs. 2) Your report should be double-spaced and should be 20 pages in length (literature cited, figures, and tables do not count towards the total). 3) Your report should concisely cover the following areas. This includes pictures and identification characteristics **(90 points):**

### Order

Family  
Genus  
Species  
Common Name  
Key morphological characteristics  
Geographical Distribution  
Habitat  
Size, Age, and Growth  
Food Habits  
Reproduction  
Predators  
Importance to Humans  
Danger to Humans  
Conservation

4) **Literature cited (10 points):** Each report must incorporate a *minimum* of 8 relevant citations from the primary literature. Be sure to follow the proper format for citations and references.

C-4

5) First Draft of the report will be due on 10/01/2020. This draft should be in outline form with pertinent and detailed for section topic above provided.

6) A second draft of the report is due on 11/1/2020. This draft should be in written form and should include detailed information for each section above as well as a literature cited section

## Late Assignments

Assignments turned in after they are due will be penalized 1 letter grade for every day they are late. Assignments are not accepted after two days past the due date. If the delay was caused by a serious emergency or other dire situation, the student must contact Lourdes Cloud, assistant to the Dean, at [lourdes.cloud@asu.edu](mailto:lourdes.cloud@asu.edu) to request accommodations. The student is responsible for bringing all documentation to Ms. Cloud.

**For help with course technology, contact the University Technology Office:**

**<https://uto.asu.edu/initiatives/ask-asu/support>**

## ASU Policies

**Absence Policies:** In addition to the instructor's general policy on absences and missed work, excused absences and conditions for making up work include "Accommodation of Religious Practices" (<https://www.asu.edu/aad/manuals/acd/acd304-04.html>) and "Missed Classes Due to University-Sanctioned Activities" (<https://www.asu.edu/aad/manuals/acd/acd304-02.html>). Students must notify their instructors of these absences as early as possible in the semester.

**Missed Work/Exam Make-up Policy:** Due dates for assignments and exam dates are not flexible. Late work will not be accepted, and missed exams cannot be made up, without prior approval of the instructor and without appropriate documentation of a medical or other emergency. The instructor has the right to deduct 10% of the value of the assignment, per day, for any late work or exams that are accepted. The instructor also may add additional provisions to this policy as dictated by course requirements

**Final Exam Make-up Policy:** The final exam schedule listed in the Schedule of Classes will be strictly followed. Exceptions to the schedule and requests for make-up examinations can be granted only by the director of the School of Mathematical and Natural Sciences for one of the following reasons:

1. religious observances
2. the student has more than three exams scheduled on the same day
3. two finals are scheduled to occur at the same time

Make-up exams will **NOT** be given for reasons of non-refundable airline tickets, vacation plans, work schedules, weddings, family reunions, or other such activities. Students should consult the final exam schedule before making end-of-semester travel plans.

If there is a last-minute personal or medical emergency, the student may receive a grade of Incomplete and makeup the final within one calendar month. The student must provide written documentation and be passing the class at the time to receive an Incomplete. A signed "Request for Grade of Incomplete" must be submitted by the student and approved by the student's instructor and the Director of the School of Mathematical and Natural Sciences.

Please be aware that student scores on exams or other graded work may be used for assessment of program goals of degrees offered by the School of Mathematical and Natural Sciences

### **Tentative Lecture Schedule**

<b>Date</b>	<b>Topic</b>
<b>Aug</b>	Introduction to Elasmobranchs
<b>Sept</b>	Evolution and Systematics of Elasmobranchs
<b>Sept</b>	Systematics and Classification
<b>Sept</b>	External morphology/ Skeletal system
<b>Sept</b>	Age determination of elasmobranchs
<b>Sept -Oct</b>	Muscular system and Locomotion

<b>Oct</b>	Respiration and Circulatory Systems
<b>Oct</b>	Fall Break Oct
<b>Oct</b>	Digestive system
<b>Oct -Nov</b>	Nervous system
<b>Nov</b>	Reproductive biology
<b>NOV</b>	Elasmobranch life history characteristics
<b>Nov</b>	Thanksgiving Break
<b>Nov</b>	Predator prey interactions
<b>Nov</b>	Assessing habitat and movement
<b>Dec</b>	shark and human interactions

## Student Resources

### Writing Center

University Academic Success Programs' Writing Centers offer free tutoring for all enrolled ASU students. Writing Tutors from a wide range of majors help students hone their writing skills and gain confidence at any stage of the writing process. The Writing Centers are located at the West, Downtown Phoenix, Tempe, and Polytechnic campuses. Online writing tutoring is also available.

All writers can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas
- organize and structure a paper
- integrate and cite sources
- engage in writing and revision
- discuss editing and proofreading strategies
- find a place to write

For more information about the Writing Centers, please visit their website at <https://tutoring.asu.edu/student-services/writing-centers>.

The Writing Center at West campus is located on the lower level of Fletcher Library (LL2). In the Writing Center, Writing Tutors from a wide range of majors help graduate students hone their writing skills and gain confidence at any stage of the writing process. Writing appointments are 30 minutes, and students

can schedule an appointment online, in person, or over the phone with a Desk Aide. If you have any questions, please call the Writing Center at (602) 543-6169.

For more information about the Writing Centers at ASU, please visit their website at <https://tutoring.asu.edu/student-services/writing-centers>.

## Other Resources on Campus

**Academic Advising:** <https://newcollege.asu.edu/college-advisor>

- **Counseling & Mental Health:** <https://eoss.asu.edu/counseling>
  - During business hours (no appointment necessary): UCB 221; 602-543-8125
  - **24/7 Support: EMPACT 24h crisis hotline:** 602-921-1006; text HOME to 741741
- **Student Involvement**
  - SunDevilSync: <https://eoss.asu.edu/sundevilsync>
  - NCUIRE: <https://newcollege.asu.edu/ncuire>
  - Internships: contact Dr. Kim Bussey, CLCC 289 ([kjbusseyphd@gmail.com](mailto:kjbusseyphd@gmail.com))
- **Career & Professional Development:** <https://asu.joinhandshake.com>
- **Financial Resources:** <https://students.asu.edu/financialaid>

## Cell Phones

Turn your phone off and put it away. We all know how easy and tempting it is to check your phone during class. This takes away your focus and sends a clear message to me that you are not taking the class seriously. This will also be reflected in your participation grade.

## Withdrawals/Incomplete Policies

*It is the student's responsibility to be aware of their registration status*

**Withdrawals pertaining to students enrolled in all other courses:** Students should be aware that non-attendance will **NOT** automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered.

*It is the student's responsibility to be aware of their registration status*

Please note the following dates:

Session Date & Deadlines	Session C 08/xx/2020 – 12/xx/2020
Classes Begin	August xx, 2020
Academic Status Reports	August xx-November 24, 2020

<b>Drop/Add Deadline (w/out College approval)</b>	August xx, 2020
<b>Tuition &amp; Fees 100% Refund Deadline</b>	September xx, 2020
<b>Labor Day Observed – NO classes/Univ. closed</b>	September xx, 2020
<b>University 21<sup>st</sup> Day</b>	September xx, 2020
<b>University 45<sup>th</sup> Day</b>	October xx, 2020
<b>Deadline to Apply for Graduation</b>	October xx, 2020
<b>Course Withdrawal Deadline</b>	November xx, 2020
<b>Fall Break – NO classes/Univ. open</b>	October xx, 2020
<b>Veteran's Day Observed – NO classes/Univ. closed</b>	November xx, 2020
<b>Thanksgiving Holiday Observed-NO classes/Univ. closed</b>	November xx, 2020
<b>Complete Session Withdrawal Deadline*</b>	December x, 2020
<b>Classes End/Last Day to Process transactions</b>	December x, 2020
<b>Final Exams</b>	December xx, 2020
<b>Final Grades Due</b>	December xx, 2020
<b>Commencement (Graduate and Undergraduate)</b>	December xx, 2020
<b>Degree Conferral Date</b>	December xx, 2020
<b>Grade Replacement/Academic Standing Processing</b>	December xx, 2020
<b>Holiday Break – Classes excused/University closed</b>	December xx, 2020

*Any withdrawal transaction must be completed by the deadline date in accordance to the appropriate session at the registrar's office. If not, you will still be officially enrolled and you will receive a grade based on your work completed.*

\*As part of a complete session withdrawal a student must withdraw from all classes in a session. Beginning the first day of classes, undergraduate students are required to work with a Student Retention Coordinator to facilitate the withdrawal process. Please refer to <http://students.asu.edu/StudentRetention>

For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

***Students are responsible for their registration status!***

**The Grade of Incomplete:** A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed. **A grade of incomplete will NOT be awarded unless there is documented evidence of extreme personal or immediate family hardship.** Changes in work hours, child-care emergencies, or other similar personal problems will not be approved as reasons for awarding incompletes. The Director of the School of Mathematical and Natural Sciences must approve all incomplete grade requests.

**Assessments:** Please be aware that student scores on exams or other graded work may be used for assessment of program goals of degrees offered by the School of Mathematical and Natural Sciences.

### **Reasonable Accommodations for Students with Disabilities**

The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU West. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

- **Arizona State University Disability Resources Center** website: <https://eoss.asu.edu/drc>
- **Phone:** 480-965-1234
- ASU West DRC is located in the **University Center Building, Room 304**
- Monday – Friday 8am – 5pm

### **Academic Integrity and Code of Conduct**

As defined in the *ASU Student Academic Integrity Policy*: <http://provost.asu.edu/academicintegrity>.

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. A student may be found to have violated this obligation and to have engaged in academic dishonesty if during or in connection with any academic evaluation, he or she:

- Engages in any form of academic deceit;
- Refers to materials or sources or employs devices (e.g., audio recorders, crib sheets, calculators, solution manuals, or commercial research services) not authorized by the instructor for use during the academic evaluation;
- Possesses, buys, sells, obtains, or uses, without appropriate authorization, a copy of any materials intended to be used for academic evaluation in advance of its administration;
- Acts as a substitute for another person in any academic evaluation;
- Uses a substitute in any academic evaluation;
- Depends on the aid of others to the extent that the work is not representative of the student's abilities, knowing or having good reason to believe that this aid is not authorized by the instructor;
- Provides inappropriate aid to another person, knowing or having good reason to believe the aid is not authorized by the instructor;
- Engages in plagiarism;
- Permits his or her work to be submitted by another person without the instructor's authorization; or
- Attempts to influence or change any academic evaluation or record for reasons having no relevance to class achievement.

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.

**Biology of Sharks, Skates, and Rays** follows the ASU Academic Integrity Policy in the administration of all course examinations and assignments. Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that the implementation of any of these penalties for violations of the academic integrity policy be reported to the Dean's office. The Integrity Policy defines the process to be used if the student wishes to appeal this action.

In **Biology of Sharks, Skates, and Rays** you are expected to follow the *ASU Student Code of Conduct* (<http://students.asu.edu/srr/code>) especially when communicating with your peers, instructors, and teaching assistants. Violations of the student code of conduct may result in withdrawal from the class.

## **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.*

## **Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "**NCIAS Course/Instructor Evaluation**" in the subject heading. The email will be sent to your official ASU e-mail address.

## **Recording of Lectures**

Our aim is to create a learning environment where all feel free to contribute; thus, any recording of class sessions is prohibited (with the exception of those who have a DRC-approved accommodation), and no



one should post any verbatim accounts of class discussion or say anything that could identify a class member on social media without the express permission of the course instructor.

### **Copyright Infringement**

A warning to students that they must refrain from uploading 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, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

### **Policy against Threatening Behavior**

In the classroom and out students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

### **Potentially Offensive Content**

If you find any of the content of this class offensive, please bring your concerns to the instructor immediately.

### **Power Outage**

In the event of a campus power outage or other event affecting the ability of the University to deliver classes, any decision to cancel classes will be announced using the ASU emergency notification system. For this reason, it is imperative that students register with the ASU emergency notification system at: <https://cfo.asu.edu/emergency-alert>. In cases in which a limited number of buildings are affected, students should check the university website and/or call the School office at (602) 543-6050.

### **Emergency Evacuation Plan**

Students should be aware of the evacuation route posted on the exit door of each classroom. Students who cannot walk down stairs should notify the instructor as early in the course as possible so the instructor can provide information regarding the location of the designated meeting area on each upper floor of the building (marked with a blue sign that states Emergency Evacuation Response Area)

### **Caveat**

*The instructor reserves the right to make changes to this syllabus as needed*



# Their Relatives

Second Edition



Edited by

Jeffrey C. Carrier  
John A. Musick  
Michael R. Heithaus

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