

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

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

College/School School of International Letters and Cultures Department/School \_\_\_\_\_

Prefix: PO Number: 102 Title: Elementary Portuguese II Units: 4  
R

Course description: This course continues to develop students' abilities at the elementary level. It encourages meaningful and contextualized use of the language through reading, listening, writing and speaking tasks based on pedagogical and authentic materials. Through hands-on activities, students practice vocabulary and linguistic structures pertaining to simple everyday tasks and learn about everyday cultures of the Lusophone world, with a focus on Brazil.

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: G**

**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:**

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

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

**Contact information:**

Name Ligia Bezerra E-mail Ligia.bezerra@asu.edu Phone 480-965-4462

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

Chair/Director name (Typed): Nina Berman Date: 1-27-2020

Chair/Director (Signature):

A handwritten signature in blue ink, appearing to read "W. B. ...", is written across a horizontal line.

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### **Rationale and Objectives**

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

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

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

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

Reviewed 4/2014

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

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

Course Prefix	Number	Title	Designation
POR	102	Elementary Portuguese II	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	The course introduces students to the Portuguese language, along with everyday culture in the Portuguese-speaking world.	The entire course focuses on developing students' linguistic skills in Portuguese and cultural competence in the cultures of the Portuguese-speaking world.
2a	The course emphasizes cultural practices that go along with linguistic aspects.	Every lesson has reading, listening, writing, and speaking activities that address culture-specific elements of the Portuguese-speaking world. The assignments are designed so as to promote students' interaction with these elements in and outside of the classroom, such as act out situations and do extracurricular activities such as attending a cultural event.
2b	The entire course focuses on a contemporary non-English language and addresses aspects of everyday culture in the Portuguese-speaking world.	Course assignments, materials and activities target the linguistic and cultural development of the students with respect to the Portuguese-speaking world.



# POR 102: Elementary Portuguese II

Target proficiency level: ACTFL standards Novice High

General studies designations: None

Date, time and venue: Mondays and Wednesdays, 9:00-10:15 am, LSE204 (Hybrid)

## Syllabus

Learning Portuguese gives you access to a community of millions of speakers around the world, from Latin America to Africa, to Europe, to Asia, including the United States. With a Certificate in Brazilian Studies you will be able to use Portuguese not only for travel, but also for work, in jobs in several different areas, with companies such as Netflix, Amazon, LATAM, the State Department, and many more.

### 1. Contact information

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[Provide contact information for the instructor(s) and office hours]

### 2. Course description

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*Pre-requisite:* POR 101 or placement test

This course continues to develop students' abilities at the elementary level. It encourages meaningful and contextualized use of the language through reading, listening, writing and speaking tasks based on pedagogical and authentic materials. Through hands-on activities, students practice vocabulary and linguistic structures pertaining to simple everyday tasks and learn about everyday cultures of the Lusophone world, with a focus on Brazil.

### 3. Learning outcomes

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Learning outcomes are based on ACTFL proficiency standards, see <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012> for more information.

*a. Interpersonal communication:* NH I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

*b. Presentational speaking:* NH I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

*c. Interpretative reading:* NH I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

*d. Interpretative listening:* NH I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and some- times understand the main topic of what is being said

*e. Presentational Writing:* NH I can write short messages and notes on familiar topics related to everyday life.

*f. Intercultural communication:* N In my own and other cultures *I can* identify products and practices to help me understand perspectives. *I can* interact at a survival level in some familiar everyday contexts.

#### 4. Listing of assignments and class activities

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In every in-class section you will be engaging in pair and group work in communicating interpersonally (developing learning outcome a.), making presentations (learning outcome b.), interpreting written and spoken passages (learning outcomes c-d.)

Your individual activities will include writing short compositions (learning outcome e), reading and listening (learning outcomes b-c, f), and engaging in on-line activities (learning outcomes a-d, f).

For every hour of class, you need to allocate 50 minutes of homework activity. The class time (in-class and online) is 4 hours a week, which means that you should devote 3 hours a week for homework activities.

*Late work policy:* No make-up exams or extensions will be granted except for cases of real emergency, as verified by a valid excuse, issued and signed by a college official or from some other authorized source. It is the student's responsibility to schedule a make-up for an exam within a week of their return to class unless other arrangements are made with the instructor. Otherwise a grade of "O/E" will be recorded for that evaluation. All assignments and the deadlines are clearly communicated in the first week of classes. Make sure to look ahead on the syllabus in order to be aware of deadlines and exams dates. The instructor will provide reminders as a courtesy, but it is ultimately your responsibility to stay informed and to keep up with work in this class, including possible changes in the schedule. Be aware that every missed assignment will not only affect the grade on the assignment in question, but it will also significantly impact your performance on exams and on your overall learning, given that every assignment in this class has been carefully designed to cohesively improve your language skills. Leaving town early before a holiday/break or arriving late from a holiday/break in itself does not count as a valid excuse. If you intend to do so, keep in mind that any day you miss under these circumstances will count as an absence and you will not be allowed to make up any work you miss as a consequence of your leaving early/returning late.



## 5. Assessment, grading policies and percentages

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### Formative assessment (50%)

- Class activities (assessing learning outcomes a-f) (15%): throughout the semester, you will complete a series of activities in class that will develop your speaking, listening, and reading skills. In order to be prepared for these activities it is extremely important that you keep up with your homework and study the vocabulary and grammar from the textbook prior to coming to class, as assigned by your instructor. Your instructor will randomly select 10 of the activities that you will complete in class for collection and grading. The activities will assess your learning in speaking, listening, and reading.
- Ten written assignments (assessing learning outcome e) (15%): throughout the semester, your instructor will ask that you complete short writing assignments in class for grading. These assignments will consist of answers to questions, questions to given answers, as well as paragraphs in which you have to use the vocabulary and the grammar that you have learned.
- MyPortugueseLab (assessing learning outcomes a-d, f) (10%): Students will be assigned homework for every class session. Homework consists of exercises from the online student manual on MyPortugueseLab. Homework is assigned after every class and is due at time that the following class session starts. This grade will consist of homework assigned by the instructor on MyPortugueseLab. This homework will allow you to prepare for in-class activities and well as reinforce what you practice in class. When you learn a foreign language, the rate with which you become fluent is highly dependent on how much contact you have with that language. Therefore, homework is just as important in your learning process as in-class work. The more you practice outside class, the quicker you will advance in your study of the language. Try to complete these activities especially on the days when class does not meet, so that you will stay in touch with the language on a regular basis.

*Please, note:* absolutely no extensions will be granted for completing the homework, except in extreme cases and with proper official documentation. Plan to do your homework well ahead of when it is due so that you can get any technical issues resolved.

- Canvas activities (assessing learning outcomes a-d, f) (10%): every week you will complete activities on Canvas designed to advance your reading, writing, listening, and speaking skills.

### Summative assessment (40%):

- Four quizzes (assessing learning outcomes a-d) (25%) – quizzes will focus on measuring how much of the grammar and vocabulary you have learned in specific lessons. You will be asked, for instance, to conjugate verbs, complete sentences appropriate vocabulary

and/or prepositions, verbs, etc., match pictures to words in Portuguese that refer to them, etc.

- Final portfolio (assessing learning outcomes a-f) (15%): at the end of the semester, you will turn in a compilation of all your assessment activities throughout the semester, along with a reflective statement (1-2 pages, Times New Roman 12, single-spaced, 1-inch margins) on what skills were learned in the course, what were the challenges, and what were the strategies that worked.

Extracurricular activities (10%): (assessing learning outcomes a-f)

Students will carry out a series of activities during the semester in order to develop their language skills. The activities and the guidelines are as follows:

1. Participate in Bate-Papos (sign in)\*
2. Attend a Portuguese-related event (response essay)\*
3. Skype with a native Portuguese-speaking partner, in Portuguese (video recording)#
4. Interview a Portuguese-speaking entrepreneur in the Phoenix area or elsewhere in the US (video recording; may be done in English)#
5. Prepare a cultural display to teach the ASU community about the Lusophone world in one of the following formats: video, photos, poster, mini-newspaper, comics or a similar format. Students can do this work in pairs, and they must consult with the instructor prior to starting working on their project. The project should be displayed to the ASU community on the Tempe campus (submit video recording or photographs of the display) ##
6. Conversations sessions with the course tutor (sign in)

Whichever activity or combination of activities the student chooses, she or he must:

1. Produce evidence that the activity was completed (a report, a recording, a short response essay, as specified for each assignment)
2. Accumulate a total of 4 points throughout the semester, two of which must be completed before midterm week. Absolutely no late submissions will be accepted, given that you have ample time to complete the activities.
3. Activities marked with an asterisk (\*) are worth one point and may be repeated for credit; activities marked with the pound sign (#) receive two points per pound sign.

**No extensions will be granted**, so be sure to organize yourself accordingly. Evidence of completion of activities should be turned in by the deadlines specified on the course schedule. Students may turn it in any time prior to the deadlines. The instructor will provide a progress report mid semester and before the final exam. Please, keep a record of your own of how many activities you have turned in and refrain from asking for updates beyond the ones that will be provided.

10% bonus points will be given for passing the SOPI (Simplified Oral Proficiency Interview) at NH (assessing learning outcomes a-b).

Full credit will be given for fully completed and correct assignments submitted on time. Points will be subtracted for incomplete, incorrect, and late submissions.

The following grading scale will be used.

Grade	Criterion
A+	96.5 to 100
A	92.5 to 96.4 %
A-	89.5 to 92.4%
B+	86.5 to 89.4%
B	82.5-86.4%
B-	79.5-82.4%
C+	76.5-79.4%
C	69.5 to 76.4%
D	59.5 to 69.4%
E	59.4% and below

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>

## 6. Materials and daily/weekly itineraries

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*Textbook: Ponto de Encontro* packet. It includes the textbook (hardcopy), a dictionary and the MyPortugueseLab 6-month Access Code. Available at the ASU bookstore. **Note:** this book will be used for POR 102, POR 201, and POR 202, therefore, if you plan to take these courses, you may want to consider purchasing a 1-year or 2-year Access Code instead.

Use the following code for registering for this course section on MyPortugueseLab: [TBA]

You will also complete assignments on Canvas.

Week	Content covered	Assignments due
1	Syllabus Introduction; Introducing yourself; Lesson 4: My family and my friends' families: members descriptions	MyPortugueseLab Canvas assignments
2	Lesson 4: My routine and my family's routine – work/study and leisure activities; family members' responsibilities at home	MyPortugueseLab Canvas assignments

3	Lesson 4: Our old habits - <i>há quanto tempo</i> ; Lesson 5: Describing my house/apartment	MyPortugueseLab Canvas assignments Quiz 1
4	Lesson 5: Sharing an apartment; reading ads; the division of household chores; what are my friends and my family doing now?	MyPortugueseLab Canvas assignments
5	Lesson 5: Choosing furniture for my apartment; this or that apartment? Planning for a party: who is coming? Who do you know?	MyPortugueseLab Canvas assignments
6	Lessons 4 and 5: Writing and speaking with precision: verbal agreement in the present; stem-changing verbs; listening activities	MyPortugueseLab Canvas assignments Quiz 2
7	Lesson 6: Describing clothes: what am I wearing? What is he/she wearing? Our styles; types of fabric, sizes, and colors; Let's go shopping: how to purchase clothes; how to ask for a reimbursement; payment options; types of stores	MyPortugueseLab Canvas assignments
8	Lesson 6: My most recent shopping experience: narrations in the simple past; what I and my friends did on the weekend/yesterday	MyPortugueseLab Canvas assignments
9	Lesson 7: My favorite sports; popular sports in the Lusophone world; sports and the weather; weather forecast; athletes' routines	MyPortugueseLab Canvas assignments Quiz 3
10	Lesson 7: Recent experiences with sports: when was the last time you saw a game on television?; Childhood and sports; children's games	MyPortugueseLab Canvas assignments
11	Lessons 6 and 7: Writing and speaking with precision: object pronouns; irregular verbs; listening activities	MyPortugueseLab Canvas assignments
12	Vamos viajar and Horizontes (Lessons 4-7)	MyPortugueseLab Canvas assignments Quiz 4
13	More practice: stem-changing and irregular verbs	MyPortugueselab Canvas assignments
14	Videos (all lessons); Review for final exam	My Portugueselab Cacanvas assignments
15	SOPI – Simplified Oral Proficiency Interview	
16	[TBA]	[TBA]

## 7. Technology requirements and support

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Learning Support Services (LSS) provides access to specialized software, media, computer classrooms, consulting on technology projects, access to specialized equipment, and training for students enrolled in SILC courses. LSS also supports proficiency and placement testing for those courses in SILC that require it. Students have access to LSS physical spaces, including informal study areas, computer classrooms, active learning classrooms, and studio spaces 65 hours per week – from 7:30am – 9:30pm Monday through Thursday, 7:30am – 5:00pm on Friday. LSS staff are available onsite to support faculty and students within the School 55 hours per week, and regularly respond to requests for support outside of working hours.

Students can contact Learning Support Services at [silclss@asu.edu](mailto:silclss@asu.edu); for support for online courses, we encourage faculty to contact us at [silclss\\_ois@asu.edu](mailto:silclss_ois@asu.edu).

Students are required to comply with ACD 125: Computer, Internet, and Electronic Communications policy <http://www.asu.edu/aad/manuals/acd/acd125.htm>

## 8. Campus resources

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Please refer to the following resources available to ASU students: tutoring:

<http://studentsuccess.asu.edu/frontpage>, counseling services:

<http://students.asu.edu/counseling>, financial aid: <http://students.asu.edu/financialaid>,

disability resource center: <http://www.asu.edu/studentaffairs/ed/drc/>, major/career

exploration: <http://uc.asu.edu/majorexploration/assessment>, career services:

<http://students.asu.edu/career>, and student organizations:

<http://www.asu.edu/studentaffairs/mu/clubs/>

## 9. Class participation

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Students may only miss only 2 classes during the semester, excluding those permitted under official ASU policy, as specified below. More than 2 unexcused absences will result in 2% deduction from your final grade for every subsequent absence. Every two tardies will count as one absence. This policy will be strictly followed.

It is your responsibility to keep track of your absences and make sure you do not go over your four excused absences. If that does happen and you have documentation that justifies your absences, make sure to communicate with your instructor immediately. As a courtesy, your instructor will let you know how many absences you have by mid-semester. Documentation will only be considered after students have already used up their two unexcused absences. Excessive absences cannot be made up by extra work. After returning the class, you will have one week to present documentation to your instructor for your absence (beyond your second unexcused absence). No consideration will be given to any documentation turned in beyond this deadline.

*Procedure for recording of attendance:* The instructor will orally record attendance at the beginning of class according to the instructor's clock (computer or cell phone). Any student that arrives after the instructor completes this procedure will be considered late. Students who arrive late must sign a sign-in sheet at the end of class to have their attendance recorded. After the end of class, the record of attendance for the day is considered final and is not subject to subsequent revision.

Excused tardiness related to religious observances/practices should be in accordance with ACD 304–04 "Accommodations for Religious Practices." Excused tardiness related to university sanctioned events activities should be in accordance with ACD 304–02 "Missed Classes Due to University-Sanctioned Activities."

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. Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

## 10. Expected class behavior

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### *Classroom Etiquette*

- ✓ Technology is an excellent tool for communication and learning. We will use technology in various ways in this course. However, technology can also negatively impact learning when it prevents you from staying focused. In order to maximize learning opportunities in the classroom, students' use of technology during class time will be permitted only for the purposes of class participation. Computers and cell phones are allowed only for note-taking and for consulting course-related materials. The instructor reserves the right to take away a student's use of technology privileges any time during the semester if she determines that the use of technology is distracting the student and hurting her or his performance in class.
- ✓ Time management is essential in a class. In order to maximize students' exposure and practice, daily activities are timed by the instructor and students are expected to complete them within the assigned time. Therefore, students should engage immediately in completing each assignment and stay focused throughout the class. The instructor will not grant students extra time to do the activities and students are expected to be prepared to provide answers during follow-up practice time.

### *Email Communication*

- ✓ If you have a question regarding course policies or the schedule for this class, please consult the syllabus before emailing your instructor. Emailed questions that are already addressed in this syllabus will not receive a reply.
- ✓ If you are absent, please refrain from emailing the instructor regarding what you have missed. You should check Canvas for the latest PPT as well as for any changes to the following day. It is also recommended that you get the contact information of another student and ask him or her for this information.
- ✓ Over the course of the semester, the instructor will make every effort to reply to emails within 48 hours of receipt during the week and within 72 hours during the weekend and during breaks/holidays.
- ✓ Emails regarding requests for any cases in which students have not followed the procedures indicated in this syllabus (for any assignments), opportunities for extra credit beyond those indicated on the syllabus, questions about how grades can be improved will not be replied to. If you would like to talk about your performance in the class in order to get advice on what you can do to learn more, please make an appointment for office hours as early in the semester as possible. Your main concern should not be how to improve your grade, but rather how to improve your learning. If you improve your learning, your grade will certainly improve.

Please also refer to the ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://eoss.asu.edu/dos/srr>

### **11. Academic integrity**

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

### **12. Accommodating students with disabilities**

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Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

### **13. Policy against threatening behavior**

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All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to

return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

#### **14. Title IX provisions**

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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.

#### **15. Copyrighted Materials**

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Students 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; I reserve the right to delete materials on the grounds of suspected copyright infringement.

#### **16. Syllabus Disclaimer**

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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.