

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Liberal Arts & Sciences Department/School English

Prefix: EN Number: 333 Title: ENG 333: American Ethnic Literature (Topic: Multi-ethnic Literature) Units: 3
G

Course description: **Examines America's multiethnic identity through works of literature that depict American ethnic, gender, and class sensibilities**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

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

Requested designation: *Literacy and Critical Inquiry-L*

Mandatory Review: No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 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 Jason Bryant E-mail Jason.Bryant@asu.edu Phone 480-965-3168

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Krista Ratcliffe Date: 10 March 2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">syllabus</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
ENG	333	Multi-ethnic Literature	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	50% of course grade rests on writing that engages in interpretation of textual evidence	The course requires the successful execution of two essays. The mid-term essay (20% of final course grade) requires students to choose an argument via prompt to conduct a comparative analysis of two course texts. The final essay (30% of final course grade) requires students to create an original argument about one of the course texts, to analyze those texts as a way to prove the argument's validity, and to gather, select, and incorporate research to support argumentative and analytic efforts. See syllabus, page three
C-2	Writing assignments offer opportunities to demonstrate data gathering and evaluation as a way to conduct critical analysis	Each essay asks students to gather and evaluate evidence from the literary texts in order to interpret them for a range of meanings—for the first essay, through comparative analysis and for the second, through argumentative analysis that requires a research component of academic and non-academic sources. Both essays allow students to engage in critical inquiry as a way to support an argument. See syllabus, page three
C-3	Writing assignments require students to engage in in-depth interpretation	The course requires the successful execution of two essays. The mid-term essay is a critical comparative analysis essay that requires students to choose an argument via prompt to conduct an in-depth examination of two course texts. The final essay is a critical analysis essay with research that requires students to create an original argument about one of the course texts, to analyze those texts as a way to prove the argument's validity, and to gather, select, and incorporate research to support argumentative and analytic efforts. See syllabus, page three
C-4	Instructor provides feedback with the intent of encouraging better performance in writing and analysis	See syllabus, page three

ENG 333: Multi-Ethnic American Literature

Spring 2020

Online: Session A

Line # 29919

Instructor: Jason Bryant, Ph.D.

Email: Jason.Bryant@asu.edu

Office: Ross-Blakely Hall, 205AB, Tempe campus

Office hours: Online office hours, Monday through Friday, 9:00 AM-4:00 PM, and specific online appointments can be made any day of the work week

Course Description

The opportunity to study multiethnic American literature poses several worthwhile challenges. First, what is multiethnic American literature? We might agree basically that it is a grouping of texts in which topics related to Americanness (whatever that means) and ethnicities intersect. Looking closer at this basic definition requires us to consider how contemporary “modes of being” impact how we live and how literatures are constructed. For instance, how does where one is born, what languages one speaks, which religious or cultural practices one performs, and what foods one most enjoys contribute to our understandings of ethnicity and multiethnic literature? Another large question hangs over our course of study: Why study multiethnic American literature? The simplest answer might be that our course can approach American literature from perspectives that wider-known American literary expressions cannot on topics that range from nationalism, imperialism, democracy, citizenship, diaspora, gender, sexuality, race, social class – issues that are increasingly important in our transnational world. This course creates a space for us to develop critical skills to examine how multicultural identities, practices, and ideas are (and always have been) articulated in contemporary American literature.

Course Goals

- Explore trends and concerns in multicultural literature
- Cultivate critical understanding of terms, concepts, and discourses of multicultural studies
- Develop an understanding of social and cultural issues concerning multiethnic communities
- Further sharpen critical thinking and close reading skills
- Further develop, hone, and support fresh, original arguments

Required Texts

- Angie Cruz, *Let It Rain Coffee*
- Tommy Pico, *Nature Poem*
- Mohsin Hamid, *Exit West*
- Mat Johnson, *Loving Day*
- Jenny Zhang, *Sour Heart*
- Mohja Kahf, *E-mails from Scheherazad*

Additional readings will be available on Blackboard

Course Protocol

Book policy

You must purchase and/or have access to every book above as required reading for the class. Additional readings sometimes will accompany these on Canvas; these are also not optional readings, so please be prepared to have all readings read ahead of quizzes and discussion boards.

Sensitive material

Some of our texts contain material that may be considered graphic, in violent or sexual content. I am not prepared to offer alternative readings for students, so please consider carefully early on whether or not this course is appropriate for your own interests and values. If you wish to discuss to find out more about this policy, please send me a message at Jason.Bryant@asu.edu.

Late work policy

No work is accepted late without a penalty. Take responsibility for computer issues by devoting enough time to complete work ahead of deadlines to budget for unexpected emergencies. Should an emergency arise outside of your control, contact with me as soon as possible.

All due dates for assignments remain firm to the 11:59 PM (MST) deadline. Discussion questions have multiple deadlines (Wednesdays and Sundays), so particular attention needs to be paid to those due dates. No make-up work for discussion questions is allowed. For essays, should any be submitted late, a letter grade deduction will occur upon submitting late, and the grade will be deducted by one letter grade each day afterward for two following days; after that point, the essay will be given zero credit even if it is produced. Submitting an assignment via email, unless the standard submission protocol is unavailable, should be avoided.

Open door policy

I welcome and encourage you to visit me via Zoom, Skype, Face Time, email, or phone whenever you wish to discuss your work, a problem as it relates to the class, or for further discussion of the critical concepts the literature raises. Email is the most efficient way to reach me as I check it throughout each day; however, I typically do not consult my messages after 5 PM unless we schedule a meeting on a case-by-case basis.

Extra credit policy

No extra credit is provided for this course.

Course Work**Quizzes (20%)**

Each module requires a quiz to evaluate reading comprehension of each week's texts. A quiz cannot be made up except in extreme circumstances determined by me.

Weekly journal (30%)

An important component of online courses is the ability to use the online presence as a place to discuss our reactions to the literature. Participation is an essential component for your success. Each module hosts a weekly journal where students will record their reactions to some aspects of reading that week's main and supplemental texts. These are the spaces where you will respond in conversation about the reading, lecture, and additional resources made available for each module. Each weekly post should provide at least 500 words, minimum, of discussion invested in reflecting critical engagement in texts. Failure to provide in-depth engagement in journaling may result in failure to earn points. Your writing should deal with the literature in unique and thought-provoking ways.

Essays (50%)

You will submit two essays, one near mid-term and another at final, both of which should advance an argument and conduct in-depth analysis over one to two of the texts covered in our course.

The first essay requires students to choose from a number of prompts in order to prepare an in-depth comparative analysis of two course texts read thus far in the semester. The mid-term essay accounts for twenty possible points.

The second essay tasks students with creating an original argument supported by invested analysis and well-curated research to prove the argument's validity. The final essay accounts for thirty possible points. C-2, C-3

Each essay will be returned to students graded within one week of submission. For the mid-term essay, students will receive feedback in the form of instructor commentary in marginal notes throughout the essay with an endnote that includes grade rationale. For the final essay, students will receive feedback in the form of an endnote explaining grade rationale. C-4

Grading

The work required to complete this course has been distributed among 100 possible points (or 100%), broken down into several key categories that divide the work:

- Quizzes: 20%
- Weekly journal: 30%
- **Mid-term essay: 20%**
- **Final essay: 30%** C-1

Grades reflect your performance on assignments and adherence to deadlines. Your final course grade will take those points and apply them to the letter grading scale below:

A+	97-100 points
A	94-97 points
A-	90-94 points
B+	87-90 points
B	84-87 points
B-	80-84 points
C+	77-80 points
C	70-77 points
D	60-70 points
E/F	0-60 points

If you ever have a question about a grade and/or a comment I make related to your grade, please discuss with me face-to-face or via email as soon as possible.

Semester Reading & Writing Schedule

Below, find a reading and work schedule. Our readings include those major primary texts, but we will also be reading texts each week posted to Canvas. Deadlines for **quizzes**, **discussion questions**, **mid-term essay**, and **final essay** are posted within the schedule. Please stay on track regarding those deadlines.

Course Welcome (1/10)

Jason welcomes you to the course with an open call for discussion sometime during the week before classes begin. Watch the welcome video, introduce yourself to him and fellow students, and familiarize yourself with the Canvas course site.

Week 1 (1/13-1/19)

Reading includes Cruz, *Let It Rain Coffee*

Module 1: **Question 1** is due Wednesday, 1/15, by 11:59 PM (MST)

Module 1: **Question 2** is due Sunday, 1/19, by 11:59 PM (MST)

Module 1: **Quiz** is due Sunday, 1/19, by 11:59 PM (MST)

Week 2 (1/20-1/26)

Reading includes Pico, *Nature Poem*

Module 2: **Question 1** is due Wednesday, 1/22, by 11:59 PM (MST)

Module 2: **Question 2** is due Sunday, 1/26, by 11:59 PM (MST)

Module 2: **Quiz** is due Sunday, 1/26, by 11:59 PM (MST)

Week 3 (1/27-2/2)

Reading includes Hamid, *Exit West*

Module 3: **Question 1** is due Wednesday, 1/29, by 11:59 PM (MST)

Module 3: **Question 2** is due Sunday, 2/2, by 11:59 PM (MST)

Module 3: **Quiz** is due Sunday, 2/2, by 11:59 PM (MST)

Week 4 (2/3-2/9)

Reading includes Johnson, *Loving Day*

Module 4: **Question 1** is due Wednesday, 2/5, by 11:59 PM (MST)

Module 4: **Question 2** is due Sunday, 2/9, by 11:59 PM (MST)

Module 4: **Quiz** is due Sunday, 2/9, by 11:59 PM (MST)

Mid-term essay is due Sunday, 2/9, by 11:59 PM (MST)

Week 5 (2/10-2/16)

Reading includes Zhang, *Sour Heart*

Module 5: **Question 1** is due Wednesday, 2/12, by 11:59 PM (MST)

Module 5: **Question 2** is due Sunday, 2/16, by 11:59 PM (MST)

Module 5: **Quiz** is due Sunday, 2/16, by 11:59 PM (MST)

Week 6 (2/17-2/23)

Reading includes Kahf, *E-mails from Scheherazad*

Module 6: **Question 1** is due Wednesday, 2/19, by 11:59 PM (MST)

Module 6: **Question 2** is due Sunday, 2/23, by 11:59 PM (MST)

Module 6: **Quiz** is due Sunday, 2/23, by 11:59 PM (MST)

Week 7 (2/24-3/1)

Final essay due by Sunday, 3/1, 11:59 PM (MST)

Course Technical Information

Drop and Add Dates/Withdrawals

There is a limited timeline to add or drop the course, so find out more about the compressed semester schedule at <https://students.asu.edu/academic-calendar>. Consult with your advisor and notify Jason to add or drop this course as soon as the semester begins. To consider withdrawing, review these policies: Withdrawal from Classes at <http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>, Medical/Compassionate Withdrawal at <http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>, and Grade of Incomplete at <http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), 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.

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.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

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 to discuss any concerns confidentially and privately.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations (more on that at <http://www.asu.edu/aad/manuals/ssm/ssm701-01.html>). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and

providing qualifying documentation to the DRC (more on that at <http://www.asu.edu/aad/manuals/ssm/ssm701-02.html>). Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

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 (optional) and speaker
- 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 instructor and peers
- create a study and/or assignment schedule to stay on track

Student Safety and Security

It is difficult to learn when you are **hungry, unsafe, or insecure about your well-being**. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, who lacks a safe and stable place to live, or who is grappling with concerns such as mental or physical health, loss and grief, justice system involvement, immigration status, or persistent discrimination, violence, or trauma, including [sexual violence](#), and believes this may affect their performance in the course, is urged to contact one or more of the following for support:

ASU [Dean of Students](#) - Student Advocacy and Assistance (480-965-6547)

ASU [Counseling Services](#) (480-965-6146 or after business hours, 480-921-1006)

ASU [Campus Safety](#)

Agencies local to ASU that provide emergency food boxes, meals, and fresh produce are listed [here](#).

Because online students live in various locations, search online for “basic needs information and referral” or “crisis hotline and services” to access resources or advocacy organizations near you. Please notify the professor if you are comfortable doing so. This will enable her to provide any resources that she may be aware of or have access to.

Academic dishonesty

Academic honesty is expected of all students in all examinations, papers, homework, 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>

Communicating with the Instructor

This course uses a discussion board called "Hallway Conversations" for 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, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Online Course Protocol

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>.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff (more info [here](#)). 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.

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.