

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: 313 Title: Conversation and Culture Units: 3
R

Course description: This course develops students' linguistic skills in Portuguese, bridging the intermediate and advanced levels. It encourages meaningful and contextualized use of the Portuguese language with an emphasis on speaking and listening. Each class will focus on topics of personal and general interest, including family, leisure activities, seasons and celebrations, and current events in the Portuguese-speaking 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.Lucic@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 "M. J. ...", 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.

| ASU--[G] CRITERIA | | | |
|-------------------------------------|--------------------------|--|--|
| GLOBAL AWARENESS [G] | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies must 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. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world. | Syllabus - course description; course itinerary; assignments; course materials |
| <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 | 313 | Conversation and Culture | 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 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) |
|---|--|--|
| SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue | SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK. | SAMPLE: 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 | This course develops students' linguistic skills in Portuguese, bridging the intermediate and advanced levels. It encourages meaningful and contextualized use of the Portuguese language with an emphasis on speaking and listening. Each class will focus on topics of personal and general interest, including family, leisure activities, seasons and celebrations, and current events in the Portuguese-speaking world, with a focus on Brazil. | The entire course focuses on developing students' linguistic skills in Portuguese and cultural competence in the cultures of the Portuguese-speaking world. Students will read and discuss a variety of texts on Lusophone culture. |
| 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 reading news, attending cultural events, interviewing native speakers, and interacting with Brazilian students from São Paulo via Skype. |
| 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. |

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| | | |
|--|--|--|

POR 313: Conversation and Culture

Target proficiency level: ACTFL standards Intermediate High to Advanced Low

General studies designations: None

Date, time and venue: Tuesdays and Thursdays, 12:00 pm-1:15 pm, LL68

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

Ligia Bezerra

Email: ligia.bezerra@asu.edu

Office hours: Tuesdays and Thursdays, 1:45 pm-2:45 pm and by appointment

2. Course description

Pre-requisite: POR 202, POR 321 or placement test

This course develops students' linguistic skills in Portuguese, bridging the intermediate and advanced levels. It encourages meaningful and contextualized use of the Portuguese language with an emphasis on speaking and listening. Each class will focus on topics of personal and general interest, including family, leisure activities, seasons and celebrations, and current events in the Portuguese-speaking world, with a focus on Brazil.

3. Learning outcomes

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:* I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday

situations, sometimes even when there is an unexpected complication.

- b. Presentational speaking:* I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
- c. Interpretative listening:* I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.
- d. Intercultural communication:* In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives. I can interact at a competent level in familiar and some unfamiliar contexts.

4. Listing of assignments and class activities

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 communicate with the instructor and present documentation as soon as he/she returns to class. Otherwise a grade of "0/E" will be recorded for that assignment. Make sure to look ahead on the syllabus and Canvas in order to be aware of deadlines. It is advisable to contact a classmate if you miss class in order to keep up with any changes to the course. 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 other assignments 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

Formative assessment (50%):

Class and homework activities (assessing learning outcomes a-f): 20% (throughout the semester, 5 in-class activities (10%) and 5 homework activities (10%) will be randomly selected to count towards this grade, with a focus on speaking and listening and addressing the topics of the course, that is, family and society and leisure activities. The activities may involve describing aspects of Brazilian daily life regarding those topics, as well as comparing Brazilian and North-American culture. A student who misses class on the day any one of the activities is collected may turn it in the day they return to class, however, points will be deducted for late submissions unless student presents, along with the assignment, official documentation to justify their absence)

Three videos (assessing learning outcome e): 20% (prompts will be provided throughout the semester and will be related to the topics of the course, such as describing tourist places in Brazil and comparing family structures in Brazil with those in United States; assignments will be completed at home)

Teletandem diários (assessing learning outcomes a-f): 10% (Teletandem diários, to be completed at the end of each Teletandem section). The diários will consist of a reflection on what you learned during the session as you interacted with your Brazilian partner, including new words and cultural information.

Summative assessment (50%):

Four quizzes (assessing learning outcomes a-d): 30% (quizzes will cover grammar and vocabulary)

Final portfolio (assessing learning outcomes a-f): 10% (a compilation of all class and homework activities, along with a reflective essay about what skills you learned in the course, what you learned about Brazilian culture, and what were some of the challenges that you encountered and what strategies you used to overcome them).

Extracurricular activities (10%): see description below (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, which takes place every Wednesday from 1:30-2:30 pm in LL165 (sign in – students must stay and participate in Portuguese for at least 30 minutes each time they attend it)*

2. Attend a Portuguese-related event (response essay)*
3. Interview a Portuguese-speaking immigrant in the Phoenix area or elsewhere in the US (video recording) #
4. 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) ##
5. Conversations sessions with the course tutor (sign in – every two 15-minute sessions is worth 1 point)*

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 8 points throughout the semester, four 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.

10% bonus points will be given for passing the SOPI (Simplified Oral Proficiency Interview) at Advanced Low (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

Textbook: *Português para cidadãos globais* (PDF provided on Canvas)

| Week | Content covered | Assignments due |
|------|---|--|
| 1 | 01/14: Syllabus; Módulo I: Describing oneself; Graciliano Ramos' "Autorretrato aos 56 anos" 01/16: Módulo I: Family: vocabulary; Song: "Família" by Titãs | |
| 2 | 01/21: Módulo I: Representations of the Brazilian family on television: <i>Malhação</i> 01/23: Módulo I: The new family structure in Brazil | |
| 3 | 01/28: Módulo I: The new family structure in Brazil – comparisons with the United States 01/30: Módulo I: Family and culture: experiences of Brazilian immigrants in the US | Quiz 1 |
| 4 | 02/04: Tutorial - Teletandem 02/06: Módulo I: Preterite vs. imperfect: how to tell a story | |
| 5 | 02/11: Teletandem I 02/13: Módulo I: A situation with a complication: rejecting an invitation in Brazil | Diário 1 due at the end of Teletandem section (on Canvas) First composition due – Version 1 (on Google Drive) |
| 6 | 02/18: Teletandem II 02/20: Módulo I: The impact of social programs on Brazilian families; Noun and verb agreement | Diário 2 due at the end of Teletandem section (on Canvas) First composition due – Revised version (on Canvas) |
| 7 | 02/25: Módulo II: Travelling: Song "Vamos fugir" by Gilberto Gil; Video and activity about Marajó Island, Brazil 02/27: Módulo II: Two cities: comparing Fortaleza, Brazil with Tempe, AZ, United States | Quiz 2 |
| 8 | 03/03: Teletandem III | Diário 3 due at the end of Teletandem section (on Canvas) |

| | | |
|--------------------|--|--|
| | 03/05: Módulo II: A situation with a complication: missing a flight in Brazil; the subjunctive | First four points for Extracurricular activities (on Canvas) Second composition due – Version 1 (on Google Drive) |
| 9 | 03/10-03/12: Spring Break – No classes | |
| 10 | 03/17: Teletandem IV | Diário 4 due at the end of Teletandem section (on Canvas) |
| | 03/19: Módulo II: Planning a trip: booking travel via a Brazilian website | Second composition due – Revised version (on Canvas) |
| 11 | 03/24: Teletandem V | Diário 5 due at the end of Teletandem section (on Canvas) |
| | 03/26: Módulo II: The importance of learning about other cultures | Third composition due – Version 1 (on Google Drive) |
| 12 | 03/31: Teletandem VI | Diário 6 due at the end of Teletandem section (on Canvas) |
| | 04/02: Módulo II: Music and social issues: Negra Li and Chico César | Third composition due – Revised version (on Canvas) Quiz 3 |
| 13 | 04/07: Teletandem VII | Diário 7 due at the end of Teletandem section (on Canvas) |
| | 04/09: Módulo II: Brazilian cinema: vocabulary | |
| 14 | 04/14: Teletandem VIII | Diário 8 due at the end of Teletandem section (on Canvas) |
| | 04/16: Módulo II: The subjunctive | |
| 15 | 04/21: Módulo II: Brazilian cinema: films 04/23: Módulo II: Brazilian cinema: films | Quiz 4 |
| 16 | 04/28: SOPI 04/30: SOPI | Last four points for Extracurricular activities (on Canvas) |
| <i>Finals week</i> | 05/05 | Portfolio (due on Canvas by 2:00 pm) |

7. Technology requirements and support

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 silclass@asu.edu; for support for online courses, we encourage faculty to contact us at silclass_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

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

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

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 and check Canvas before emailing your instructor. Emailed questions that are already addressed in this syllabus or whose answer can be found on Canvas 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. Emails asking what you have missed or will miss will not receive a response.
- ✓ 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

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

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.

13. Policy against threatening behavior

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

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

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

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.