

## 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	<b>Arabic Language</b>
Prefix: <b>AR B</b>	Number: <b>411</b>	Title: <b>Advanced Arabic Skills II</b>	Units: <b>3</b>

**Course description:** This course is a completion of ARB 311. It is designed to enable students to attain advanced level of proficiency in Arabic language skills, while refining and expanding knowledge of grammar and sentence structures. Cultural awareness is integral to the Advanced Arabic course and is discussed through readings, discussions and activities. Cultural context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook. Advanced Arabic addresses topics related to culture, literature, society, and gender, amongst other topics. The structural and grammatical usages of Arabic are emphasized, as necessary linguistic tools for the improvement of the learner’s proficiency and fluency. The overall intended learning objective is to enable students to critically analyze Arabic texts and express ideas in Arabic at an appropriate level.

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:** Global Awareness **Mandatory Review:**

*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 Sarah Risha E-mail Sarah.risha@asu.edu Phone 480-965-3018

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

Chair/Director name  
(Typed): Nina Berman Date: 8/10/2020

Chair/Director (Signature): 

## 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 <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		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
<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
<input checked="" 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.	Syllabus
<input checked="" 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."	Syllabus

Course Prefix	Number	Title	Designation
ARb	411	Advanced Arabic Skills 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. Students will study the culture of Arab countries	The material introduced will help students learn the culture of the Arab world	Lessons introduced deals with family structure, social life, and literature in the Arab world
2.a. In-depth study of Arab family structure	Students examine the Arab family structure and compare with their own	Lesson 5, 10 introduces the Arab Marriage culture and relation in the family and relatives
2.b. The course is a language course	All materials are introduced in Arabic	All lessons are presented in Arabic
2.c. The course is a comparative cultural study	All the materials are devoted to the Arab world	All lessons are presenting Arab world

جامعة ولاية أريزونا

Arizona State University

School of International Letters and Cultures (SILC)

Advanced (Modern Standard) Arabic Skills II – ARB 411

مرحبا بكم في فصل اللغة العربية المتقدمة

**Course and Section:** Arabic 411 line# .....

**Sessions & Credits:** Spring 2020, 3 credit hours after completion of course

**Instructor:** Dr. Sarah Risha

**Instructor & Contact Information:** sarah.risha@asu.edu

**Day, Time & Location:** M & W 10:45– 12:00 Rm: ED 130

**Office Hours:** LL Rm 173 G, M & W 1:30 – 3:00 by appointment

### Course Description

This course is a completion of ARB 311. It is designed to enable students to attain advanced level of proficiency in Arabic language skills, while refining and expanding their knowledge of grammar and sentence structures. Cultural awareness is integral to the Advanced Arabic course and is discussed through readings, lectures and activities. Cultural context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook. Advanced Arabic addresses increasingly complex issues related to culture, literature, politics, society, sociological studies, and gender, amongst other topics. The structural and grammatical usages of Arabic are emphasized, as necessary linguistic tools for the improvement of the learner's proficiency and fluency. The overall intended learning objective is to enable students to critically analyze Arabic texts and discourses, and express ideas in Arabic at an appropriate level. Advanced Arabic focuses on reading extracts of articles from journals, magazines, and newspapers, while incorporating advanced texts and film/television. Written assignments aim to reinforce the stylistic and structural competences

### Course Objectives:

In this class, students will be introduced to:

- Family life
- Arabic literature
- Historic and social literature
- Modern Standard Arabic vs dialects
- Several newspapers

### Learning Outcome:

Upon successful completion of class students will be able to:

- Grammar: Students will be introduced to grammatical features necessary for higher level of expression, and to the analysis of Arabic grammar as used in diverse prose and media texts.
- Writing: Students will be introduced to new grammar and vocabulary, which they will then be expected to integrate into their writing.
- Reading: Students will delve deeper into presented texts by using the studied grammar structure and by further developing familiarity with Arabic written expression.

- Listening: Students will develop the ability to follow longer elaborations on several language registers
- Conversation: Students will gain fluency in social, political, historical, linguistic and personal topic discussions, while learning to avoid typical mistakes in sentence structure and pronunciation.

### **Course Material(s):**

*Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Arabic, Part Two*, with DVDs by Kristen Brustad, Mahmoud al-Batal, and Abbas al-Tonsi. Georgetown University Press, Washington D.C., 2006

### **Teaching Method:**

The class is taught face-to-face, so there is ample opportunity for discussion of the principles of Arabic language

Class assignments focus on the process and quality of the use of Arabic language with emphasis on the differences between the two cultures.

Students will be asked to do their own presentations explaining and discussing information that they are interested in from the Arab world

Exercises will provide using and practice of Arabic language

For the final, students are going to work on their own newspaper, in Arabic addressing social, literature, culture, politics and sports of the Arab world. This will help them apply what they learned in class

Exams are handwritten and are taken in class.

Students will do presentations on assigned readings.

### **How to do well**

- Prepare from the different resources (books or websites) before class
- Be creative
- You are strongly recommended to benefit from para-curricula materials that can help you improve your skills in language usage (e.g. Websites, Films, Magazines, Newspapers...etc.)
- The more questions you ask the better chance everyone has of understanding.
- If you miss a class, ask around for notes from your colleagues.
- Disruptiveness in class will not be tolerated and will result in grade reductions.
- Turn your cell phones off before you come to class. This includes usage of text messaging.
- Beware that all assignments will be checked against plagiarism. If you plagiarize you will be severely penalized.
- You should work on getting your handwriting neat and intelligible.
- If you cannot attend an exam for any reason, notify your instructor by e-mail at least 24 hours before the exam.

### **Grading:**

All grades will be posted on Canvas before the next class meeting. That is if we had a homework/test/quiz on Monday, your grade will be posted, and you can check it on Canvas before class on Wed.

### **Grading Scale**

97.0 - 100 = A+  
93.0 - 96.9 = A  
90.0 - 92.9 = A-  
87.0 - 89.9 = B+  
83.0 - 86.9 = B  
80.0 - 82.9 = B-  
77.0 - 79.9 = C+  
70.0 - 76.9 = C  
60.0 - 69.9 = D  
59.9 = E (failure – no credit)

Your grade will be based on the following:

### **Grading Scheme**

In-class participation & Attendance: 20%

Homework & Assignments: 30%

Presentation: 10 %

Exams and Quizzes 40 %

### **Attendance and participation 20%:**

It is of crucial importance that you attend class regularly and be fully prepared. Good results (and good grades) are directly related to consistent attendance and preparation.

Participation includes in-class assignments, oral participation, asking questions and conversation.

- Participation may also include other assigned activities relevant to the course.
- Class participation is mandatory. Language skills, to be developed, cannot be acquired without effective participation and interaction between students and each other as well as students and instructor. Class work is used to develop hands-on experience
- To be able to participate in class, attendance is mandatory as new material is presented each class.
- Your instructor will take attendance at the beginning of each class
- **Tardiness:** 3 = 1 absence, so do your best to be on time.
- Serious health or family problems that are well documented will be handled individually at instructor's discretion.

### **Absences:**

Absence is not an acceptable excuse for coming to class unprepared or not submitting assignments.

- If you have to miss a class, you **MUST** notify the instructor ahead of time. In case of an emergency, inform the instructor as soon as possible.
- Absences are excused for official University sanctioned events/activities and religious observances in accordance with ASU policy found at: <https://www.asu.edu/aad/manuals/acd/acd304-02.html> and <https://www.asu.edu/aad/manuals/acd/acd304-04.html> .
- A table of university recognized religious observances can be found at: <https://eoss.asu.edu/cora/holidays>

### **Homework 30 %**

Homework is used to improve your skills and prepare you for practicing what was discussed in class.

- Students are expected to have weekly assignments.
- Homework is expected to be submitted the next meeting class when assigned
- Late homework will be accepted but deducted 2 points for each day late



- Assignments include but not limited to:
  - a. Watching videos/online presentations
  - b. Reading materials
  - c. Do exercises from the assigned book

### **Presentations 10 %**

During the semester you will be asked to present in Arabic a topic of your choice related to the Arab world. Presentations are excellent opportunities for practicing what you have been studying and learning. Discuss your topic with your Professor ahead of time during office hours

Your presentation:

- You may choose one of our weekly topics and talk to the class about it. You may also select a subject of interest to you related to the Arab world or, you may make a comparison or debate arguing two opposite views of a topic
- All topics should be related to the Arab world
- Your presentation should be 10 minutes, show me that you know what you are presenting
- Do NOT read to us, present, discuss and ask questions
- Presentations will be scheduled midway through the semester.

### **Exams and Quizzes 40%**

- Exams and Quizzes will contain a mixture of materials covering the assigned reading and materials presented and discussed in class,
- Variable number of quizzes throughout the semester will be used
- There is no makeup for quizzes, but the lowest quiz will be dropped
- There will be two exams during the semester in addition to the final.
- Exams will be announced, and you will be given enough time to prepare. The best possible preparation for them is regular attendance and completion of assigned homework.
- The two exams will test your overall assimilation of course material. These will contain multiple choice, answer questions as well as translating some sentences, proverbs or idioms
- There is no make up for missed exams
- Exams and quizzes will be taken in class during regular class time.
- The place of the final exam will be announced later in the semester.
- All exams and quizzes are individual effort
- Grades for:  
Quizzes: 30 points (3 quizzes, 10 points each), two exams: 70 points (35 each) & final exam: 50 points.

### **Student Responsibilities:**

Success in class depends to a large extent on continuous study and practice.

- **Disruption of class** will result in a loss of attendance and participation points.
- **Be responsible** for your own behavior; this includes listening to others, staying on task while in large or small group discussions, etc.
- If you have questions regarding certain problems, make every effort to take an appointment or email me at: [sarah.risha@asu.edu](mailto:sarah.risha@asu.edu)
- **Food** is not allowed in class.
- Turn your **cell phones** off before entering the class.
- Talk to me before you **withdraw** from class, I might be able to help.
- **Audio/Video taping** of the class is not allowed without a written permission from the instructor.
- **Email Etiquette:** In the Arabic culture, communication with professors is formal and courteous. When emailing your professors, always greet and address them, and sign your email.

- **Email communication** – I will make every attempt to respond to your emails within 1 day. When you receive my response, please take the time to let me know that you received it via a short return email. This will help avoid confusion and let me know that you have seen my response.

**Suggested Study Schedule and assignment listing:**

**Week of Jan 13& 20:** (Jan 20, no school Martin Luther King)

Class introduction

**Lesson 5: Popular Characters in Arabic Literature**

**Culture: Historical Literature in the Arab world**

The death of Tawfeek Al-Hakeem

Daisy Al-Ameer

Union of Arab Countries

Interview with Noriyah al-Roomi

**Grammar: Idafa & Comparative verbs rhyming with (fo'la)**

**Week of Jan 27**

Finnish Lesson 5

**Week of Feb 3 & 10**

**Lesson 6:**

**Female Arabic Leaders:**

**Read: Hoda Sha'rawi**

Anas Baz

**Listen to: Mahatma Ghandi**

Arab women and the scarf

**Culture: Woman in Islam**

**Grammar: conditional verbs, ism manqoos & Exemplary verbs**

Students do their own interviews with an Arab person of their choice (to practice their Arabic language)

Exam 1

**Week of Feb 17 & Feb 24**

Lesson 7

**Culture: One Thousand Nights and One:**

Introduction to: One Thousand Nights and One

The story of the Merchant and the Gini

**Reading: Jamal Algheetani**

**Listening: The literature of Bani Hilal**

**Grammar: Infenitive and negation**

Kana and its sisters

Ma atta;jobiyyah

**Feb March 2**

Finish L 7 and Exam 2

**Spring Break March 8-15**

**Week of March 16 & 23**

Lesson 8

**Selection of History of Islamic Social Culture**

Some social institutions in Arab culture

The Berber

Comparison with New York

**Listening:** Jews in Al-Andalos

Architects in Arab cities

Pictures of Old Damascus

**Culture:** Islamic History

**Grammar:** The verb (Ifta'ala)

Meaning of the roots of verbs

Discussion of gender in the Arab world and language

Exam 3

### **Week of March 30 & April 6**

Lesson 9

The case of Modern Standard Arabic and Colloquial Arabic

**Culture:** Sattu' Al-Omaree

Beginning of Arabic sciences

Formal and Colloquial Arabic

**Listening:** Arab Nationalism

About Colloquial Arabic

Teaching Arabic for Arab Immigrants

**Reading:** Towards a New Spoken Arabic

**Grammar:** Kinds of Verbs

The weak Verbs

Negation

### **Week of April 13 & April 20**

Lesson 10

New Generation Marriage

**Culture:** Marriage and Family

Common Traditions

Marriage of new generation

**Listening:** The law of polygamy

Marriage Culture in Oman

Henna and the Sudanese Marriage

**Grammar:** Weak verbs

Kada and its sisters

### **Week of April 27**

Exam 4

Work on Newspaper

**May 1<sup>st</sup> is the last day of class**

**Final Exams are May 4-9**

**Final Exam:**

**You are to work in a group of three to prepare your own newspaper. You will present your newspaper to class on the day of your final exam.**

**Here is your Newspaper Rubric:**

Newspaper containing the following sections:

Project Requirements (total of 9 articles)	Scoring criteria Points	Points
Mandatory Topics: Political News-Local Political News-World Crime/Accident News-Local/World Arts & Entertainment News-Local/World Weather News-Local/World (7-10 day forecast) Sports News-Local/World Featured Article: Related to -----	7 Main Articles For each topic include: <input type="checkbox"/> 1 graphic <input type="checkbox"/> 1 captioned sentence <input type="checkbox"/> 5 complete sentences (at least)	----/14
2 Elective Topics: Include 2 of the following topics in your elective sections of the newspaper Political News-Local Political News-World Crime News-Local/World Accident News-Local/World Sports News-Local/World Arts & Entertainment News-Local/World Environment News-Local/World Weather News-Local/World Featured Article: people or locations Letter to the editor Classifieds Advertisement Other types of News	For each topic include: <input type="checkbox"/> 1 graphic <input type="checkbox"/> 1 captioned sentence <input type="checkbox"/> 5 complete sentences (at least)	----/4
Content	<input type="checkbox"/> All elements (who, what, when, where, why) covered <input type="checkbox"/> Comprehensible <input type="checkbox"/> Cohesive <input type="checkbox"/> Clever or creative <input type="checkbox"/> Titles of articles are attention-catching	---/6
Grammar	<input type="checkbox"/> Correct Spelling <input type="checkbox"/> Variety of verb tenses <input type="checkbox"/> Variety of sentence structures typically used in journalistic products	---/5
Vocabulary	<input type="checkbox"/> Use of at least 5 related vocabulary we covered in class in each section of the newspaper	---/7

Report Formats Must contain	<input type="checkbox"/> Headline <input type="checkbox"/> Agency reporting; source of news <input type="checkbox"/> Date <input type="checkbox"/> Picture/Image depicting the news <input type="checkbox"/> 1 full sentence caption for each picture	---/2
Presentation	<input type="checkbox"/> Neat & well organized information <input type="checkbox"/> Visually appealing; reflecting effort <input type="checkbox"/> Correct format <input type="checkbox"/> Artwork/graphics are attractive <input type="checkbox"/> Any work that is illegible to the instructor will not be scored.	---/2
Citation	<input type="checkbox"/> Any graphic or texts that are not yours must be clearly cited. Use APA or MLA format.	not accepted without citation
What you must turn in no later than May1st	<input type="checkbox"/> 1 an annotated copy of your newspaper with: <input type="checkbox"/> labeled grammatical constructs & vocabulary <input type="checkbox"/> 3-5 questions on a separate sheet of paper , one per student, for the students to answer after your presentation	will only be scored if turned in on time

Any work that is illegible to the instructor or late will not be scored.

**Internet Resources:**

Catalogue of Internet Resources (including online Arabic courses): <http://bubl.ac.uk/link/a/arabic.htm>

To write e-mails in Arabic (even if your system does not support Arabic fonts): [www.maktoob.com](http://www.maktoob.com)

Online list of Arabic newspapers and television stations: <http://media.fares.net>

Al-jazeera News: [www.al-jazeera.com](http://www.al-jazeera.com)

English/Arabic/English Online Dictionary: [www.ajeel.com](http://www.ajeel.com)

*Includes online English/Arabic/French instant Dictionary*

This is only a guideline and might be changed for reasons decided by the instructor. Do your best to be in class to know of any changes.

## **ASU Policies:**

### **Disability Accommodations:**

Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. All students requesting accommodations must work with the ASU Disability Resource Center, the central location for establishing eligibility and obtaining services and accommodations for qualified students with disabilities.

### **Establishing Eligibility for Disability Accommodations:**

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. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. You may contact the DRC at 480.965.1234 or via email at [DRC@asu.edu](mailto:DRC@asu.edu).

Check the DRC website for eligibility and documentation policies.

### **Academic Integrity/Plagiarism**

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>

### **Policy against threatening behavior**

Each syllabus must include ASU's policy against threatening behavior (Student Services Manual [SSM 104-02](#) "Handling Disruptive, Threatening or Violent Individuals on Campus"):

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.

### **Religious Accommodations for Students**

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

### **Course / Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to:

- (1) help faculty improve their instruction,
- (2) help administrators evaluate instructional quality,
- (3) ensure high standards of teaching, and
- (4) ultimately improve instruction and student learning over time.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epoupdate/>.

### **Technology Support:**

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc. ([http://help.asu.edu/ASU\\_1to1\\_Technology\\_Studio](http://help.asu.edu/ASU_1to1_Technology_Studio))  
Virus scan software downloads are available free for students. (<https://webapp3.asu.edu/myapps/>)  
MyApps provides free software tools, online applications, and information about discounted software for purchase. (<https://webapp3.asu.edu/myapps/>)

### **Student Resources:**

ASU Libraries - provide access to electronic journals, electronic books, and research databases online. Library support is available 24/7 through "Ask A Librarian." Check out the Library Guide developed for online students: <http://libguides.asu.edu/onlineprograms>

ASU Writing Centers –provide a dynamic, supportive learning environment employing tutors from many majors who help students hone their skills and gain confidence at any stage of the writing process. Writing tutors help you:

- Explore, plan, and develop ideas
- Organize and structure your paper
- Integrate and cite sources
- Write, revise, edit and proofread

### **Tutoring, Smart thinking**

Arizona State University provides students with access to online tutoring services from Smarthinking. With Smarthinking, students can chat with a live tutor up to 24 hours a day from ANY internet connection. Tutors are available to work with you in a wide range of subjects including writing (for any course), math (basic math through calc II), accounting, statistics, finance, economics, biology, anatomy & physiology, physics, chemistry, office applications, and Spanish.

You can also submit completed drafts of your writing assignments from any course to Smarthinking's Essay Center for a tutor to review. The tutor will provide you with detailed, personalized feedback about your paper, typically within 24 hours.

Login to Smarthinking. [Login to Smarthinking](#)

Below are the accessibility statements for some of the tools and resources you may be using in this course:

- [Adobe Acrobat and Presenter](#)
- [Microsoft Office 2010](#)
- [Google products \(including YouTube, Docs, and Sites\)](#)
- [VoiceThread](#)

**ASU Libraries** - provide access to electronic journals, electronic books, and research databases online. Library support is available 24/7 through "Ask A Librarian." Check out the Library Guide developed for online students: <http://libguides.asu.edu/onlineprograms>

**ASU Writing Centers** –provide a dynamic, supportive learning environment employing tutors from many majors who help students hone their skills and gain confidence at any stage of the writing process. Writing tutors help you:

- Explore, plan, and develop ideas
- Organize and structure your paper
- Integrate and cite sources
- Write, revise, edit and proofread

**Student Success Centers** – offer free academic support resources for all students including tutoring, Supplemental Instruction (SI-structured study groups), and peer mentoring through the Success Team Leaders. Online students can take advantage of FREE online tutoring Sunday-Thursday. For information on the courses offered or to log into a tutoring session visit: <https://tutoring.asu.edu/online-tutoring>. If you have any questions please feel free to call 480.965.9072.

**ASU Counseling Services** – provide confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>

**ASU Counseling Crisis Services** – provide crisis intervention for students who are experiencing a mental health crisis. During normal working hours, students may contact any ASU counseling center to request a same day appointment to discuss urgent situations. <https://students.asu.edu/counselingcrisis>

After office hours, [EMPACT Suicide Prevention Center, Inc.](#) is available for crisis consultation by calling 480.921.1006 or

- 1.800.SUICIDE (National)
- 480.784.1500 (Maricopa County)
- 1.866.205.5229 (Arizona–toll free)
- 1-800-656-HOPE (National RAINN Sexual Assault Hotline)
- (480) 736-4949 (Sexual Assault Hotline–Maricopa County)

All services are free and confidential.

### **Policy against threatening behavior**

Each syllabus must include ASU’s policy against threatening behavior (Student Services Manual [SSM 104–02](#) “Handling Disruptive, Threatening or Violent Individuals on Campus”):

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.

### **Reporting Title IX violations**

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>.

### **Policy on Sexual Discrimination**



Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

[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.](#)

### **Copyrighted materials**

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

If you have any questions, please refer to [ACD-304-10 Course Syllabus](#) or contact P.F. Lengel or Jenny Smith in the CLAS Office of Students and Academic Programs at (480) 965-6506.