

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 and Sciences Department/School English
 Prefix: ENG Number: 391 Title: Writing in Context Units: 3

Course description:

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: Literacy and Critical Inquiry

Mandatory Review: (Choose one)

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

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

Submission deadlines dates are as follow:

For Fall 2022 Effective Date: October 2, 2021

For Spring 2023 Effective Date: March 5, 2022

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

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Mark Hannah E-mail mark.hannah@asu.edu Phone (765)543-3374

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Krista Ratcliffe Date: 9/8/2021

Chair/Director (Signature): Krista Ratcliffe

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 October 2020

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: Per policy, students must have completed ENG 101, 105 or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.</p>	Course catalog description
<p>1. Please confirm that the course has the appropriate prerequisites or that a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites.</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: 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>	Syllabus (See Course Projects and Course grading sections for descriptions and course grade computation process)
<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; 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-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Syllabus (See Course Description and Course Outcomes)
<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; 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-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: 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>Syllabus (See Course Projects – Rhetorical Situation Analysis, Report, and Policy Proposal)</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>In the Report project, students work collaboratively (groups of 2-3) to research and write a report (10-15 pgs.) that provides background information about an aspect(s) of a public problem mapped in the Problem-Setting Narrative. Students conduct various forms of secondary research and use their data and information to write a report that is to be submitted to their work supervisor who is in charge of writing a grant proposal to secure funding to support outreach efforts. Each student is responsible for writing 5-7 pages of the report.</p> <p>In the Policy Proposal project, students work collaboratively (groups of 2-3) to write to a public or private agency a policy proposal (10-15 pgs.) that addresses the problem they identified in the Problem-Setting Narrative and Report. As part of this project, students will produce a multimodal component (e.g. a short podcast or a short video) to support their proposal. Each student is responsible for writing 5-7 pages of the proposal and participating/presenting in the podcast or short video.</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-4".</p> </div> <p>C-4</p>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 5: 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>	<p>Syllabus (See Course Grading)</p>
<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>Course projects are sequenced to build off one another, i.e. the skills developed in the first project (Rhetorical Situation Analysis) carry to second project and the skills developed in the second project along with the first project skills will carry to the third project and so on. Written instructor feedback is offered to students within 2-3 class periods after the project deadline.</p>			

ASU - [L] CRITERIA

2. Also:

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-5".

C-5

Course Prefix	Number	Title	General Studies Designation
ENG	391	Writing in Context	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)
2	This course emphasizes the production of written arguments that are responsive to the specific rhetorical demands of a rhetorical situation. Students learn how to define a problem solving context, i.e. a rhetorical situation, for readers through effective framing of public issues. In each course project, students write informal and formal texts that address the problem they define.	Rather than respond to predetermined rhetorical situations wherein a problem already exists students name, define, and frame a public problem that both states the specific problem and also situates that problem within larger political, economic, environmental, social, etc. realms. The Rhetorical Situation Analysis and Problem Setting Narrative assignments are unique projects that help students learn how to define and describe writing contexts. Students then write traditional genres, e.g. Reports and Policy Proposals, that address the problem that is named, defined, and framed in the first 2 course projects. See Course Projects descriptions.
3	This course require students to conduct secondary research in all course projects which involves gathering information from print and electronic sources, interpreting and evaluating that information, and then applying the information in their written work.	Students conduct significant secondary research in the Rhetorical Situation Analysis and Problem Setting Narrative projects. These 2 projects are represented as preparatory, e.g. pre-writing, brainstorming, etc., for the more traditional writing assignments (Report and Policy Proposal) they will complete later in the course. Students also complete keyword assignments and research annotations in the Report project to help support their interpretation and evaluation of their secondary sources. Overall, the course emphasizes the centrality of research in all writing activities. See Course Projects descriptions and Course Schedule.
4	The course requires students to complete 2written projects that are substantial in depth, quality, and quantity. The Report and Policy Proposal projects are substantial in terms of both the length of the projects and the analysis and application of the research findings gathered and analyzed in the Rhetorical Situation Analysis and Problem Setting Narrative projects.	As demonstrated in the course descriptions, the Rhetorical Situation Analysis and Problem Setting Narrative projects require students to perform a lot of secondary research and related analysis of sources in order to develop a deep understanding of the public problem they are setting for an audience to address. Students apply these research findings in their writing of the Reports and Policy Proposals. Both these assignments are collaborative and thus require students to learn how to combine the writing they were responsible for with that of their peers. Each student is individually responsible for a substantial portion of each project. See Course Projects descriptions

5	Schedule is designed to provide instructors 2-3 class periods, after a project due date, to complete assessment and grading. Written feedback is provided to students in each project. Sentence/paragraph level as well as summary feedback are provided to students	As demonstrated in Course Schedule, course projects are organized in 3 week increments and feedback for each project is provided on or before the midway point of the following assignment. Students are encouraged to revise their projects based on the feedback and receive a higher grade. See Course Grading and Revision Policy
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Course Description

ENG 391 - Writing in Context

How do we understand the ways in which people use written language to carry out work in professional, academic, social and/or personal contexts? How does our understanding of the ways writing is produced for an audience shift between and among these different contexts? More importantly, how do writers adapt their writing practices in order to facilitate audience understanding as well as cultivate an audience's capacity for action? Familiarize students with rhetorical practices that position them to read, assess and respond to the rhetorical demands of a wide range of writing contexts. Strengthens students' existing rhetorical skill sets and problem-setting capacities for producing and circulating work (widely defined across material, print and digital media) that responds to a range of problems in an applied manner. Assesses the rhetorical demands of writing contexts and in developing and producing tailored, audience-specific texts that forward work in complex, interdisciplinary environments.

Enrollment requirements

Prerequisite(s): ENG 102, 105, or 108 with C or better OR Visiting University Student

Offered by

The College of Liberal Arts and Sciences

Additional Class Details

General Studies: No

Units: 3

Repeatable for credit: No

Sample Syllabus

ENG 391: WRITING IN CONTEXT

T, 12:00-1:15, ASU Sync Zoom

Th, ASU iCourse asynchronous Canvas

Contact Information

Dr. Mark A. Hannah

RBHL 165

(480) 965-6055

mark.hannah@asu.edu

Zoom Office Hours: TTh 1:30-3:30 (or by appointment)

Course Description C-3

Writing in Context is designed to familiarize students with rhetorical practices that position them to read, assess, and respond to the rhetorical demands of a wide-range of writing contexts. The goal is to strengthen students' existing rhetorical skill sets and problem-setting capacities for producing and circulating work (widely defined across material, print, and digital media) that responds to a range of problems in an applied manner. Quite simply, then, this is a course in assessing the rhetorical demands of writing contexts and in developing and producing tailored, audience-specific texts that forward work in public and professional environments.

Course Outcomes C-3

At the successful completion of the course, students will have produced projects in which they:

- Question their own strategies for writing and responding to rhetorical exigencies.
- Understand how writers adapt their processes to the rhetorical demands of a writing context.
- Develop methods of inquiry that allow them to continue to research, question, read, write, and reflect on discursive practices employed in varying writing contexts.
- Develop secondary research skills using print and electronic databases
- Produce persuasive written arguments in professional genres
- Leverage strategies and organizational techniques that are attuned to specific writing contexts.
- Develop collaborative group communication and writing skills
- Develop strategies to facilitate communication across ethnic and/or disciplinary cultures.
- Exhibit visual presentation skills

Course Textbook

Systems Thinking Made Simple: New Hope for Solving Wicked Problems by Derek Cabrera & Laura Cabrera (ISBN-13: 978-1948486026)

Course Projects C-2

Rhetorical Situation Analysis C-4

Students will complete a rhetorical situational analysis assignment during the semester. The analysis will be based on an example of a contemporary public issue, and students will compose a 3-5 page analysis of the rhetorical dimensions and constraints operating in the example.

Problem Setting Narrative

This project involves students visually mapping out and composing a written narrative that describes the various inputs and/or pathways that "feed" a problem of public concern.

Report C-4

For this project, students will work collaboratively (groups of 2-3) to research and write a report (10-15 pgs.) that provides background information about an aspect(s) of a public problem mapped in the Problem-Setting Narrative. Students will conduct various forms of secondary research and use their data and information to write a report that is to be submitted to their work supervisor who is in charge of writing a grant proposal to secure funding to support outreach efforts. Each student is responsible for writing 5-7 pages of the report.

Policy Proposal & Multimodal Component C-4

For this project, students will work collaboratively (groups of 2-3) to write to a public or private agency a policy proposal (10-15 pgs.) that addresses the problem they identified in the Problem-Setting Narrative and Report. As part of this project, students will produce a multimodal component (e.g. a short podcast or a short video) to support their proposal. Each student is responsible for writing 5-7 pages of the proposal and participating/presenting in the podcast or short video.

Discussion Board Work

During the semester you will be asked to complete discussion board posts that involve either drafting work you are doing for your projects or peer review work.

Professional Engagement

For each project, we will review and discuss readings from the textbook as well as other secondary materials. To work through these materials, we will participate in class discussions, in-class writing activities, peer review, and post reading responses to the class Canvas site. To account for this work as part of your overall course grade, I will assess and give you an individual professional engagement grade. This component is akin to traditional “Participation” grades in courses, but it accounts for more than simply attending class regularly or “talking in class.” As emerging professionals, you need to begin envisioning your work as not simply meeting course requirements but instead as developing professional work habits that prepare you well to participate in complex and dynamic work environments.

Course Grading C-2 & C-5

Course grades will be determined on a +/- basis by the accumulation of points for various assignments/deliverables on class projects. Instructor feedback on all assignments will be submitted within 2-3 class periods after the project deadline. To hone their writing skills, students are encouraged to revise their projects based on instructor feedback and will receive a new grade to replace the initial grade. Below is a general breakdown of the class projects and their point values as well as the course grading scale. In group projects, students’ grades will be assessed based only on the work they are responsible for in the project:

Project	Points
Rhetorical Situation Analysis	175
Problem Setting Narrative	175
Report (Group)	200
Policy Proposal & Multimodal Component (Group)	200
Discussion Board Work	175
Professional Engagement	75
Project Total	1000

A	1000-940
A-	939-900
B+	899-870
B	869-830
B-	829-800
C+	799-770
C	769-730

C-	729-700
D+	699-670
D	669-630
D-	629-600
E	599 or below

Course Schedule C-5

Week	Topic(s)	Readings	Due
1 (8/20)	Syllabus Review		Discussion Board: Defining “Writing in Context”
2 (8/25 & 8/27)	Class Introduction Conducting Rhetorical Situation Analysis	Chs. 1, 2, 3	Discussion Board: Preliminary Ideas for Rhetorical Situation Analysis Assignment
3 (9/1 & 9/3)	Conducting Rhetorical Situation Analysis	Chs. 1, 2, 3	Discussion Board: Draft “Exigence” Description
4 (9/8 & 9/10)	Conducting Rhetorical Situation Analysis	Chs. 1, 2, 3	Discussion Board: Rhetorical Situation Analysis Draft
5 (9/15 & 9/17)	Problem-Setting and Problem-Solving	Chs. 4, 5, 6, 7	Rhetorical Situation Analysis
6 (9/22 & 9/24)	Problem-Setting and Problem-Solving	Chs. 4, 5, 6, 7	Discussion Board: Keywords for Problem-Setting Narrative
7 (9/29 & 10/1)	Problem-Setting and Problem-Solving	Chs. 4, 5, 6, 7	Discussion Board: Problem-Setting Narrative Visual Map
8 (10/6 & 10/8)	Report Writing and Conducting 1°and 2° Research and Designing Reports	Ch. 8	Problem-Setting Narrative
9 (10/13 & 10/15)	Report Writing and Conducting 1°and 2° Research and Designing Reports	Ch. 9 DB: Document Design Principles	Discussion Board: Report Outline
10 (10/20 & 10/22)	Report Writing and Conducting 1°and 2° Research and Designing Reports	Ch. 10	Discussion Board: Research Annotations
11 (10/27 & 10/29)	Proposal & Policy Writing	Ch. 11	Report Draft
12 (11/3 & 11/5)	Proposal & Policy Writing	Ch. 12	Report
13 (11/10 & 11/12)	Proposal & Policy Writing & Multimodal Writing		
14 (11/17 & 11/19)	Multimodal Writing		
15 (11/24)	Multimodal Writing		Policy Proposal Draft
16	Class Wrap-up		Policy Proposal

(12/1 & 12/3)			Multimodal Component
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Course Policies

Procedures Associated with Covid-19

Though we are meeting entirely online this semester via Zoom and Canvas, I include the below information to reiterate the importance of following the approved ASU protocols if you suspect or if you know you have COVID-19.

Illness: As per instructions from the university, if you suspect or if you know you have COVID-19, please STAY HOME.

Academic work: If you feel well enough, you may attend class via Zoom. If not, simply let me know you are ill, and we will negotiate your make-up work when you are feeling better.

Medical assistance: You may be tested by ASU Health Services for free; your test and treatment should be scheduled through My Health Portal.

Cleared to Return: According to [Student FAQs \(Links to an external site.\)](#): “To return to campus, students and employees must demonstrate that they have met the criteria set by the Maricopa County and state health departments:

1. At least 10 days since symptoms first appeared **and**
2. At least 24 hours with no fever without fever-reducing medication **and**
3. Symptoms have improved....

Students who are under the care of ASU Health Services will be cleared by those providers. Students can also provide a letter from an outside medical provider or proof of negative tests to [ASU Health Services \(Links to an external site.\)](#) for verification and approval.”

Attendance

Students are expected to attend all class sessions. Because this course incorporates frequent small- and large-group activities into lessons, students who are absent affect not only their own learning but that of their fellow students. Therefore, the maximum number of absences is four (4) *regardless of reason, including documented illness or emergency*. Students who exceed the maximum number of allowable absences will subject their final grade in the course to a penalty, i.e. a 10%-20% lowering of their final grade in the course depending on the number of excess absences.

If I am absent

If I need to cancel class for any reason, I will contact you via e-mail

Late Writing Projects

All major project assignments are due on the specified due dates but will be accepted late; however, late assignments will be penalized one letter grade for each calendar day they are late. Other assignments (not identified as a project deliverable), such as reading responses or discussion board posts, will not be accepted late.

Revision Policy

All assignments (excluding discussion board entries and replies) may be revised. To submit a revision, students are required to send me an email that describes their revision plans as well as includes the date they will submit the revision. Your final grade on an assignment will be the highest score you receive on any of your assignment versions.

Academic Dishonesty

Academic dishonesty in any form will not be tolerated, and students are expected to be familiar with all relevant university policies. The Academic Integrity policy is located at <http://provost.asu.edu/academicintegrity>

Observance of Religious Holidays

As a faculty member at ASU, I recognize the obligations of students who may be participating in the observance of religious holidays. Students should notify me at the beginning of the semester about the need to be absent from class due to religious observances.

University Sanctioned Activities

Students participating in university-sanctioned activities that require classes to be missed will be given opportunities to make up graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

Student Support Services

The following are services available to students at ASU

Writing Support: If you need support for your writing, please talk to me and I will work with you individually during office hours or by appointment. There are also wonderful resources on campus to support you as a writer and as a teacher of writing: ASU Writing Resources:
<https://studentsuccess.asu.edu/writingcenters>

Other Helpful Resources for students: <https://studentsuccess.asu.edu/resources/students>

Counseling Services: ASU Counseling Services offer confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. See <https://eoss.asu.edu/counseling>

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

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. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: <http://www.asu.edu/studentaffairs/ed/drc/>

Commitment to a Positive and Safe Learning Environment

As an educator, I am committed to creating a safe learning environment. In the rare event that there is a disruptive, threatening, or violent individual in class or in proximity of class, it is important to understand that 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. **Resources to Support University Safety and Security**: <https://provost.asu.edu/University-Safety-Security>

Disruptive, Threatening, or Violent Behavior

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see <http://www.asu.edu/studentaffairs/safety/definitions.html>) will not be tolerated, and students are

expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <http://students.asu.edu/srr/code>.

Sexual Violence and Harassment Based on Sex

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.

Accommodations for Students with Disabilities

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. If students wish to request accommodation for a disability, they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC in advance of the request. Additional information can be found at the DRC website: <http://www.asu.edu/studentaffairs/ed/drc> .

Statement Reserving the Right to Alter Policies on the Syllabus

Please note that I reserve the right to alter policies to respond to extraordinary circumstances.

Table of Contents

Systems Thinking Made Simple: New Hope for Solving Wicked Problems, 2nd Edition, (2015)
Derek Cabrera & Laura Cabrera
Plectica Publishing

Section 1 – Simple Rules of Systems Thinking

Chapter 1 – New Hope for Wicked Problems

Chapter 2 – The Simplicity that Drives Complexity

Chapter 3 – Four Simple Rules of Systems Thinking

Section 2 – Becoming a Systems Thinker

Chapter 4 – See Information and Structure

Chapter 5 – Use and Reuse Cognitive Jigs

Chapter 6 – Make Structural Predictions

Chapter 7 – Embrace And/Both Logic

Chapter 8 – Everyday and Advanced Applications of DSRP (Distinction, System, Relationship, Perspective)

Section 3 – 7 Billion Systems Thinkers

Chapter 9 – Scaling Systems Thinking

Chapter 10 – Systems Thinkers Wanted

Chapter 11 – CAS Organizations: Systems Leaders Wanted

Chapter 12 – Conclusion and Systems Thinking Manifesto