

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

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

**School of International  
Letters and Cultures**

College/School College of Liberal Arts and Sciences Department/School \_\_\_\_\_  
 Prefix: SLC Number: 294 Title: Language, Ecology and Global Future 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? Yes

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

**Requested designation:** Global Awareness - G **Mandatory Review:** Yes

*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 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

**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 An Sakach E-mail an.sakach@asu.edu Phone 740-856-1350

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

Chair/Director name (Typed): Nina Berman Date: March 29, 2022

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.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Please see Course Description, Course Assignments, and Course Schedule
		<p><b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>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></p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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."</p>	Please see Course Schedule

Course Prefix	Number	Title	Designation
SLC	294	Language, Ecology and Global Future	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)
<p><b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p><b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p><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 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</p>
1	The course introduces diferent tools of discourse analysis so that students could identify and evaluate different perspectives from different cultures and countries on the world and ecology. In the final project,students can choose a literary or visual text from any culture to analyse and discuss. In general, after the class, students will have an extended understanding of the story we live by not only in the US but also in many other parts of the world.	Please find the marked C-1 parts in Course Description and Course Assignments
2d	How human see and do to ecology is a non-US centered global issue. In the course, students will discuss different ways different cultures see ecology by reading and analyzing literary and visual texts from different countries. For example, students would compare the language use in BBC weather forecast and how weather is described in Japanese Haiku (Analysis assignment).	Further details can be found in Course Assignments and Course Schedule




**SLC 294: Language, Ecology and Global Future**  
Fall 2022, Section C

**General Studies Designations:**

**Instructor:** An Nguyen Sakach

**Office Location:** Durham Hall 403A

**Email:** [an.sakach@asu.edu](mailto:an.sakach@asu.edu)

**Zoom Link:** <https://asu.zoom.us/j/2431176862> (by appointment)

**Office Hours:** Friday 11am - 1pm

If the instructor's regular office hours are not convenient for the student, an appointment outside those times can be set up. The student should contact the instructor via email for an appointment or for other questions and problems. The instructor will try to return the email within 24 hours.

**Course Description**

**[C-1]** SLC 294 introduces students to a variety of perspectives on the world and nature through analyzing the discourse in different forms of communication. Students will be provided with a framework to critically appraise the ways in which the environment, sustainability and ecologies are presented and represented in a variety of text. Linguistic data used in the class are drawn from sources including advertising, political debate, press, television, social media, films, etc. Besides identifying the narratives conveyed in several texts, the students are encouraged to have critical evaluation of them and reinvent possible narratives for the future.

Credits: 3 credit hours

**Course Objectives**

The course aims to encourage students to identify, evaluate and rethink the current discourses around various elements in our daily life such as food, nature, time, leisure and work as they relate to climate change and the environment. Assignments include weekly discussion board posts, linguistic data reflection, and a final project.

**Prerequisites**

At least one of the following: ENG 101, 102, 105, 107, 108

**Learning Outcomes**

At the completion of this course, students will be able to:

- identify themes and patterns in language and discourse on environmental topics
- differentiate, compare, and contrast the diversity of forms of textual engagement with environmental issues
- apply techniques of discourse analysis to texts on environmental issues
- critically evaluate arguments around environmental issues

- produce critical texts on language and ecologies for a variety of audiences and purposes.

## Textbooks and Required Purchases

Stibbe, A. (2015). *Ecolinguistics: Language, ecology and the stories we live by*. Routledge.

## Course Assignments

### Attendance & Participation (20%)

In-class activities consist of instructor led lectures and instructor led discussion sections. Discussion sections involve small-group discussion centered on analyzing assigned materials. You are expected to be an active participant in class discussions, which means (among other things) answering instructor questions, raising questions of your own, engaging with points raised by your classmates, and developing your own analysis of the material. Attendance in all classes is mandatory. For lectures and discussion sections, attendance is graded on a binary: either + (attended) or – (did not attend).

### Weekly Discussion (30%)

Each week a discussion related to the reading of the week will be posted to Canvas. The structure of a post is ARCQ: ANSWER prompts; RESPOND to a previous post; COMMENT on readings/lectures, ask a QUESTION

### Analysis (20%)

This category includes a group analysis of a given source of data followed by an individual analysis essay. Students will need to apply the theoretical framework learned in the class to interpret and evaluate the given text.

Possible sources of textual data/ media:

1. [The corporation documentary](#)
2. Fast-food ad in Asian, North American and European countries [C-2d]
3. Knorr ads in Asian, North American and European countries [C-2d]
4. “Buy more save more”
5. “Less is more” poem by Matt Harvey
6. Extracts from BBC Points West weather forecast, UK & Japanese Haiku [C-2d]

*Group presentation (10%):* You will be assigned to groups. Each group will give a 20-minute presentation analyzing a given source of data to identify and evaluate the perspectives on ecology behind it. The presentation is due on your group’s presentation date.

*Analysis essay (10%):* You will write a complete essay to analyze and discuss the source of data that your group has presented. In the essay, you’ll need to collect evidence from the data to support your analyses, include a discussion of your argument that involves interpretation (not opinion) of the perspectives on ecology.

The essay should be 1000 words, doubled spaced 12 point font, formatted using APA style.

### Final Project (30%)

[C-1] Your final project asks you to select one source of data and identify the narrative behind it. You will need to analyze the potential impact of that perspective on the environment and sustainability. Finally, you will offer suggestions on how the authors can reconstruct the narrative to be more ecologically suited. Source of data can be an advertisement, a news article, or excerpt from a movie/documentary, etc. Final paper is 3-5 pages (not including pictures) long and incorporates at least

two academic source that discusses your motivations for this work and how it relates to course material.

*Draft Paper (10%):* The draft should be at least 1000 words and 2000 words at most, doubled spaced 12 point font, formatted using APA style. The draft is due in Week 12.

*Presentation (5%):* You will give a short presentation to your classmates detailing your project and giving an overview of your findings. Use this opportunity to get feedback from your classmates to help revise and polish your paper.

*Final Paper (15%):* The final paper needs to be revised, responding to all comments from the draft and incorporating peer feedbacks. Final paper is only accepted if the draft paper has been submitted. The final paper should be 2000 words, doubled spaced 12 point font, formatted using APA style.

\* Should you need an extension deadline for any papers, contact the instructor before the deadline. A late penalty is applied -2%/day and up to -25%.

## Course Schedule

<b>Week 1</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Class introduction: Why “ecolinguistics”? What is “ecolinguistics”? (<i>Chapter 1</i>)</li> <li>• Introduction to ecological perspective (<i>Chapter 1</i>)</li> </ul>
<b>Week 2</b>	<b>Ideology</b> <ul style="list-style-type: none"> <li>• The stories shared by particular groups in society (<i>Chapter 2</i>)</li> <li>• Discussion: Ideology &amp; Animal farming Stibbe, A. (2003). As charming as a pig: The discursive construction of the relationship between pigs and humans. <i>Society &amp; Animals</i>, 11(4), 375-392.</li> </ul>
<b>Week 3</b>	<b>Framing 1</b> <ul style="list-style-type: none"> <li>• Source frame &amp; Target domain (<i>Chapter 3</i>)</li> <li>• Discussion: Framing &amp; Climate change</li> </ul>
<b>Week 4</b>	<b>Framing 2</b> <ul style="list-style-type: none"> <li>• Watch <i>In &amp; Of itself</i> documentary</li> <li>• Reflection and discussion: Point of view &amp; Stories Mooney, A. (2021). Dirty or Clean?: Frameworks for Waste. <i>Language and Ecology</i>.</li> </ul>
<b>Week 5</b>	<b>Metaphors</b> <ul style="list-style-type: none"> <li>• Different types of metaphor (Chapter 4)</li> <li>• Discussion: Metaphors used in the press to describe Corona virus in different countries [C-2d] Chaiuk, T. A., &amp; Dunaievska, O. V. (2020). Fear Culture in Media: An Examination on Coronavirus Discourse. <i>Journal of History Culture and Art Research</i>, 9(2), 184-194. <a href="https://doi.org/10.7596/taksad.v9i2.2636">https://doi.org/10.7596/taksad.v9i2.2636</a></li> </ul>
<b>Week 6</b>	<b>Appraisal Patterns</b> <ul style="list-style-type: none"> <li>• Appraisal theory (<i>Chapter 5</i>)</li> <li>• Discussion: Different evaluation of the weather in different cultures [C-2d] Extract from Stibbe, A. (2017). Living in the weather-world: Reconnection as a path to</li> </ul>



	<p>sustainability. <i>Reader in ecological linguistics</i>. Cheltenham: University of Gloucestershire;</p> <p>VnExpress. (2016, March 16). 'Street ninjas' battle sexism and the sun in vietnam. VnExpress International. Retrieved January 26, 2022, from <a href="https://e.vnexpress.net/projects/street-ninjas-battle-sexism-and-the-sun-in-vietnam-3651101/index.html">https://e.vnexpress.net/projects/street-ninjas-battle-sexism-and-the-sun-in-vietnam-3651101/index.html</a></p> <p><b>Selection of source data for final project due</b></p>
<b>Week 7</b>	<p><b>Identities (Chapter 6)</b></p> <p>Stibbe, A. (2004). Health and the social construction of masculinity in Men's Health magazine. <i>Men and Masculinities</i>, 7(1), 31-51.</p> <p><b>Group Presentation due</b></p>
<b>Week 8</b>	<p><b>Convictions (Chapter 7)</b></p> <p>Penz, H. (2017). 'Global Warming' or 'climate change'?. In <i>The Routledge Handbook of Ecolinguistics</i> (pp. 277-292). Routledge.</p>
<b>Week 9</b>	<p><b>Erasure (Chapter 8)</b></p> <p>Stibbe, A. (2012). Today we live without them: The erasure of animals and plants in the language of ecosystem assessment. <i>ECOS</i>, 33(1), 47-53.</p> <p><b>Analysis Essay Due</b></p>
<b>Week 10</b>	<p><b>Salience (Chapter 9)</b></p> <p>21 seeds (2021). <a href="#">Leaves for life: Text analysis for awareness raising</a>. Language and Ecology</p>
<b>Week 11</b>	<p><b>Language and Ecology</b></p> <p>Schultz, B. (2001). Language and the natural environment. <i>The ecolinguistics reader: language, ecology and environment</i>, 109-114.</p> <p>Malacart, L. (2021). <a href="#">The Difference between a Bird and a Plane: The Language of the 'it'</a>. <i>Language and Ecology</i>. <b>[C-2d]</b></p>
<b>Week 12</b>	<p><b>Language and Ecology</b></p> <p>Chawla, S. (1991). Linguistic and philosophical roots of our environmental crisis. <i>Environmental Ethics</i>, 13(3), 253-262.</p> <p><b>Final Paper Draft 1 Due</b></p>
<b>Week 13</b>	<p><b>Language and Ecology</b></p> <p>Kahn, M. (1992). The passive voice of science: language abuse in the wildlife profession. <i>The Trumpeter</i>, 9(4), 152-154.</p>
<b>Week 14</b>	<p><b>Presentation of Final Project</b></p>
<b>Week 15 - 16</b>	<p><b>Writing Workshop</b></p> <p><b>Final Paper Due</b></p>

### Late or Missed Assignments

Any late submission without communication with the instructor will get a penalty of 3% deducted from the grade per day late. Requests for deadline extensions can be considered if they are made at least 24 hours before the deadline.

### Grading Scale

A+	100%	-	97%
A	<97%	-	94%
A-	<94%	-	90%
B+	<90%	-	87%
B	<87%	-	84%
B-	<84%	-	80%
C+	<80%	-	76%
C	<76%	-	70%
D	<70%	-	60%
E	<60%	-	0%

### Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

### Drop/Add and Withdrawal Dates

Use one of the below sentences depending upon the length of your course.

Be aware of course drop add deadlines. Include all of the rest: Students should consult with their assigned academic advisor and notify their instructor to add or drop this course. If a student is considering a withdrawal, please review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

### Communication and Technology Requirements

Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to students via their ASU email account.***

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

### Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or

the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

### **Language Tutoring and Other Campus Resources**

SILC Learning Support Services offers free language tutoring services. They provide both face-to-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (scroll down to find the schedule for tutors in the student's target language).

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

- [ASU Academic Success Program](#) (tutoring)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

### **Absences**

Regular attendance is essential to success in this class. Lectures provide information you cannot get elsewhere and which will help you understand the readings, and you miss a major part of the course if you are not present for discussions.

You are allowed up to **THREE** absences for any reason. More than three absences will result in a penalty applied to your final grade. From the fourth absence, each absence will take away 1% off from the final grade.

Students are expected to sign attendance sheet every class.

Students who need to be absent from class due to religious observances ([ACD 304-04](#):

Accommodations for Religious Practices) or due to participation in university-sanctioned activities ([ACD 304-02](#): Missed Classes Due to University-Sanctioned Activities) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

### **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, and discussions, 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 from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

### **Accommodating Students with Disabilities**

Students who feel they will need disability accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthew Center Building. SAILS staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit:

<https://eoss.asu.edu/accessibility>.

## **Expected Classroom Behavior**

We want to build a classroom climate that is comfortable for all. It is important that we (i) respect all members of the classroom – including the instructor and students; (ii) pay attention to and participate in all class sessions and activities; (iii) avoid the use of electronic appliances including laptops, tablets and cell phones for anything other than to display course materials for the class (iv) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom.

This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.

If for any reasons, the class meet in a synchronous meeting via a video conferencing application, the students are expected to turn on their webcam and get connected in a quiet environment.

## **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.

## **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>.

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. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

## **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.

## **Copyrighted Materials**

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any

website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Student Accessibility and Inclusive Learning Services.

### **Syllabus Disclaimer**

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