

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	School of International Letters and Cultures
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: Literacy and Critical Inquiry core courses - L **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.

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
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>	Please see Prerequisite section in the syllabus
<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>	Please see Course Assignments section in the syllabus
<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><i>65% of the total weight is writing assignments. The first component is Weekly Discussion (30%) in which students will structure their response in ARCQ (Answer prompt, Respond to previous post, Comment on reading/ lectures, and ask a Question). The second component is an analysis essay (10%) that requires students to analyze and evaluate a given source of data such as an ad, an article. Last is the Final Project in which both draft and final paper components account for 25%.</i></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 style="margin-top: 10px;">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>	Please see the Course Assignments section of the syllabus, in particular the Final Project
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p> <p><i>The Final Project asks the students to interpret the linguistic data using the theoretical framework introduced in the class. In order to successfully interpret the narrative of the text, students must gather evidence based on language use and/or visual focus. Students will need to evaluate the impact of the perspective expressed in the text on the environment. Finally, they would offer suggestions on how the author could reconstruct the narrative to be more ecologically suited.</i></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 style="margin-top: 10px;">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>Please see the Course Assignments section of the syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p> <p><i>The course includes one analysis essay and one final research papers. The analysis essay is scaffolded by a group presentation project, and the final project is scaffolded by students' experience of the group analysis and first essay. In the first paper, the students analyze a given text with their group then write an analytical essay incorporating feedback from peers and instructors when presenting with their group. This analysis experience prepares the students for the final project in which students will find a source of data that matches their own interest, analyze the discourse and create a complete research paper. Students are given opportunity to refine, expand and revise their final paper based on feedback from peers on their presentation and feedback from instructor on their draft.</i></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>Please see the Course Assignments section of the syllabus</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><i>The final project contains a 'draft' and 'final paper' component. The draft is worth a significant portion of the grade encouraging students to treat it seriously. At the same time, the final paper component allows students to refine and rework their argumentation using instructor's feedback.</i></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-5".</p> </div> <p>C-5</p>			

Course Prefix	Number	Title	General Studies Designation
SLC	294	Language, Ecology and Global Future	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)
1	The course has the required prerequisites	Please see Prerequisite section in the syllabus
2	<i>65% of the total weight is writing assignments.</i>	Please see the Course Assignments section of the syllabus
3	In the writing assignments, students will apply eight ways that language encodes the stories that society is based on: ideologies, framings, metaphors, evaluations, identities, convictions, erasure and salience to analyze language use, to reveal the stories we live by, and to evaluate those stories from an ecological perspective. The class discussion and the papers are designed to complement each other and to strengthen students' ability to engage in critical inquiry through oral and written discourse.	Please see the description of the Analysis Essay and the Final Project in the Course Assignments section of the syllabus.
4	Students will work on an analysis essay of given data before choosing their own source of data and create their own research paper. In both papers they'll need to apply the theoretical framework to analyze the discourse and evaluate the discourse from an ecological perspective.	Please see the description of the Analysis Essay and the Final Project in the Course Assignments section of the syllabus.

5	For the final project, students are required to submit a draft in week 12 in order for the final paper submitted in the final week to be accepted. The time between the two submissions will allow students to incorporate instructor feedback into their final product.	Please see Course Assignments , in particular the description of <i>Draft</i> and <i>Final paper</i> sections of the <i>Final Project</i> assignment.
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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

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

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 analysis, 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).

C-2

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
3. Knorr ads in Asian, North American and European countries
4. “[Buy more save more](#)”
5. “Less is more” poem by Matt Harvey
6. Extracts from BBC Points West weather forecast, UK & Japanese Haiku

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.

C-2, C-3, C-4

***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.

C-2, C-3, C-4, C-5

Final Project (30%)

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.

C-5

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

Week 1	Introduction <ul style="list-style-type: none"> • Class introduction: Why “ecolinguistics”? What is “ecolinguistics? (<i>Chapter 1</i>) • Introduction to ecological perspective (<i>Chapter 1</i>)
Week 2	Ideology <ul style="list-style-type: none"> • The stories shared by particular groups in society (<i>Chapter 2</i>) • Discussion: Ideology & Animal farming Stibbe, A. (2003). As charming as a pig: The discursive construction of the relationship between pigs and humans. <i>Society & Animals</i>, 11(4), 375-392.
Week 3	Framing 1 <ul style="list-style-type: none"> • Source frame & Target domain (<i>Chapter 3</i>) • Discussion: Framing & Climate change
Week 4	Framing 2 <ul style="list-style-type: none"> • Watch <i>In & Of itself</i> documentary • Reflection and discussion: Point of view & Stories Mooney, A. (2021). Dirty or Clean?: Frameworks for Waste. <i>Language and Ecology</i>.
Week 5	Metaphors <ul style="list-style-type: none"> • Different types of metaphor (<i>Chapter 4</i>) • Discussion: Metaphors used in the press to describe Corona virus Chaiuk, T. A., & 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. https://doi.org/10.7596/taksad.v9i2.2636
Week 6	Appraisal Patterns <ul style="list-style-type: none"> • Appraisal theory (<i>Chapter 5</i>)

	<ul style="list-style-type: none"> Discussion: Different evaluation of the weather in different cultures Extract from Stibbe, A. (2017). Living in the weather-world: Reconnection as a path to sustainability. <i>Reader in ecological linguistics</i>. Cheltenham: University of Gloucestershire; VnExpress. (2016, March 16). 'Street ninjas' battle sexism and the sun in vietnam!. VnExpress International. Retrieved January 26, 2022, from https://e.vnexpress.net/projects/street-ninjas-battle-sexism-and-the-sun-in-vietnam-3651101/index.html <p>Selection of source data for final project due</p>
Week 7	<p>Identities (Chapter 6) 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>Group Presentation due</p>
Week 8	<p>Convictions (Chapter 7) Penz, H. (2017). 'Global Warming' or 'climate change'?. In <i>The Routledge Handbook of Ecological Linguistics</i> (pp. 277-292). Routledge.</p>
Week 9	<p>Erasure (Chapter 8) 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>Analysis Essay Due</p>
Week 10	<p>Salience (Chapter 9) 21 seeds (2021). Leaves for life: Text analysis for awareness raising. Language and Ecology</p>
Week 11	<p>Language and Ecology Schultz, B. (2001). Language and the natural environment. <i>The ecolinguistics reader: language, ecology and environment</i>, 109-114. Malacart, L. (2021). The Difference between a Bird and a Plane: The Language of the 'it'. <i>Language and Ecology</i>.</p>
Week 12	<p>Language and Ecology Chawla, S. (1991). Linguistic and philosophical roots of our environmental crisis. <i>Environmental Ethics</i>, 13(3), 253-262.</p> <p>Final Paper Draft 1 Due</p>
Week 13	<p>Language and Ecology Kahn, M. (1992). The passive voice of science: language abuse in the wildlife profession. <i>The Trumpeter</i>, 9(4), 152-154.</p>
Week 14	<p>Presentation of Final Project</p>
Week 15 - 16	<p>Writing Workshop Final Paper Due</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.