ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

College/School: College of Integrative Sciences and Arts | Department/School: Languages and Cultures

Prefix: COM | Number: 364 | Title: Special Topics: Cultural Communicology | Units: 3

Course description: Introduction to cultural communicology focusing on its relationship to general systems theory and semiotic theory.

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, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). 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. Chair/Director Initials _____ (Required)

Requested designation: Social-Behavorial Sciences **Mandatory Review:** No

*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 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) 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.

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:

- [x] Signed course proposal cover form
- [x] Criteria checklist for General Studies designation being requested
- [x] Course catalog description
- [x] Sample syllabus for the course
- [x] Copy of table of contents from the textbook and list of required readings/books

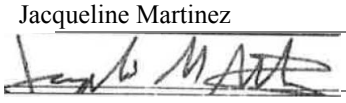
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Jacqueline Martinez | E-mail: jmartinez@asu.edu | Phone: (602) 496-0614

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

Director name (Typed): Jacqueline Martinez | Date: 9/26/18

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

YES	NO		Identify Documentation Submitted
☒	☐	**1.** Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
☒	☐	**2.** Course content emphasizes the study of social behavior such as that found in**:** • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY communicology, anthropology, sociology, psychology	Syllabus
☒	☐	**3.** Course emphasizes: **a.** the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). **OR** **b.** the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus & Lab Assignments
☒	☐	**4.** Course illustrates use of social and behavioral science perspectives and data.	Syllabus & Lab Assignments
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
COM	364	Cultural Communicology	SB

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)
1	Applied work through lab reports on observed experience advances students' basic knowledge and understanding of human interaction	Syllabus p. 1 identifies a focus on the "condition of communicative relationships among humans and with their environment." Syllabus p. 2 identifies 10 "Semiotic Lab Reports" assigned during the course. Pages 6-9 offer examples of observations and analysis of social behavior and food, social relationships and boundary conditions, and perception of messages and meaning constructed in specific interactions.
2	Irl Carters' text uses a social systems approach in the study of human behavior; Cobley's text offers an introduction to semiotic theory. Semiotic theory is used in conjunction with social systems approach.	Course description (syllabus p.1) describes cultural communicology as the study of the relationship between culture and communication as revealed in relationships among people at the intrapersonal, interpersonal, group, and trans-cultural levels of communication. Course schedule features reading focusing on social systems theory and semiotic theory (see p. 4).
3	Social systems theory and applied semiotic theory generate knowledge distinct to the social and behavioral sciences.	All lab assignmnts require students to examine lived-experience in social situations and to analyze that experience using social systems and semiotic theory. The analyses thus produce knowledge and understanding distinct to the social and behavioral sciences. See pages 6-9 below.
4	The applied aspect of the lab assignments require the use of social and behavioral science perspectives and data collected through observation.	Semiotic Lab assignments 2, 3, and 5 (pages 6-9in below) offer specific examples of observation and collection of data and the use of social systems and semiotic theory to analyze that data.

COM 364: Cultural Communicology
Sample Syllabus

Instructor
Dr. Jacqueline Martinez
Office: AZ CENTER Suite 380
Phone: (602) 496-0614

Office Hours
TTH 10:30-12noon
& by appointment
Email: jmartinez@asu.edu

This course is offered by the College of Integrative Sciences and Arts
For more information about the college, visit our website: https://cisa.asu.edu/.
If you have questions or concerns, please send your inquiry to cisa@asu.edu.

Course Description

This course is a basic introduction to *cultural communicology*, focusing on its relationship to general systems theory and semiotics (the study of signs and sign systems). The course focuses on lived-experience as a semiotic interrelation between culture and communication. General systems theory and semiotic theory are used to study culture as a living condition of communicative relations among humans and within their environment. Practical applications to real world problems are emphasized. Communication is examined as a confluence of intrapersonal, interpersonal, group and trans-cultural networks of codes and messages. Comparative cultural contexts are used as a basis for applied analysis.

C4
C1
C2
C3 & C4

Course Objectives and Learning Outcomes

- Understand and apply the principles of general systems theory in the analysis of specific interactions.
- Understand the and apply principles of semiotic theory in the analysis of cultural symbols
- Be able to apply general systems and semiotic theory to real world problems involving community and culture

Required Texts

- Carter, Irl. *Human Behavior in the Social Environment: A Social Systems Approach*, 6th Ed. New Brunswick: Transaction Publishers, 2011.
- Cobley, Paul & Jansz, Litza. *Introducing Semiotics: A Graphic Guide*. London: Icon Books, 2012.
- Handouts and other materials made available via Blackboard.

Blackboard and ASU Email

- All students enrolled in this course should be added automatically to the course blackboard site. If you are enrolled but do not have access to our blackboard site, please see Dr. Martinez.
- The COM 494 blackboard is a major source of course activity and serves as an information update system. Students are responsible for keeping track of all updates to the course via blackboard.
- All students at ASU should sign up for and regularly use their ASU-sponsored email address. Alternate email addresses can be re-directed from ASU email accounts.

Semiotic Lab Reports

- Ten reports applying theory to practice (includes different formats—discussion board, hard copy, etc.)
- Late work is accepted up to one week past the due date.
- All late work is penalized.

Exams

- All exams are based on lectures, assigned reading, handouts, and applied work.
- Two "midterm" examinations, worth 100 points each
- Final exam is cumulative and worth 150 points.
- See course schedule below for examination dates. No make up exams.

Attendance & Participation

- This is not an online course. Attendance is required.
- Credit for attendance is achieved by coming to class with specific "participation assignments" prepared. Full or partial credit will be assigned based on quality of preparation. Simply showing up to class does not give credit for that day's attendance.
- "Participation assignments" will include questions about the day's reading assignment, lab reports, and other work designated orally in class the previous class period and/or via Blackboard.
- Two illness absences can be excused. If you feel the early symptoms of the flu (fever, body aches, coughing, sneezing) **stay home and quarantine yourself**. If you have a doctor's note documenting that you have the flu, then you may have up to 3 absences excused for illness.
- Students who need to be absent from class due to the observance of a religious holiday or to participate in required religious functions must notify Dr. Martinez in writing as far in advance of the holiday/obligation as possible. Students will not be penalized for missing class due to religious obligations/holiday observance and are required to contact the instructor to make arrangements for making up assignments within a reasonable time.
- Students who participate in university-sanctioned activities that require classes to be missed will be given opportunities to make up assignments. 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 absence.
- 100 points possible

POINT DISTRIBUTION	
Category	Points
Midterm Exams	200
Final Exam	150
Semiotic Lab Reports	150
Participation	100
Total Points Possible	600

C1, C2, C3, C4

GRADING SCALE		
Grade	Percentage	Points Range
A+	≥97 %	600-582
A	≥ 93 %	581-558
A-	≥ 90 %	557-540
B+	≥ 87 %	539-522
B	≥ 83 %	521-498
B-	≥ 80 %	497-480
C+	≥ 77 %	479-462
C	≥70 %	461-420
D	≥60 %	419-360
E	≤ 59 %	359-0

Important Course Policies

- **Unique Academic Needs**: Students with unique academic needs who desire special assignment or testing considerations can be accommodated. Students should meet with the Disability Resource Center and have them contact Dr. Martinez within the first two weeks if special accommodations are necessary.
- **Extra credit** can be earned by completing application assignments beyond what is required. Up to 30 extra credit points can be earned.
- **My office hours** are times that I am specifically available for students. If you cannot meet me during my office hours, I can arrange to meet with you another time.
- **Academic Integrity:** Academic honesty is expected of all students in all work and transactions related to this course. Students who fail to meet the standards of academic integrity listed on the university policy website (see: http://provost.asu.edu/academicintegrity) sanctions will be imposed by the instructor, college, or Dean. Possible sanctions include, but are not limited to, appropriate grade penalties course failure (i.e., a grade of E on transcript), failure due to academic dishonesty (i.e., a grade of XE on transcript), loss of registration privileges, disqualification and dismissal.
- ***Prohibition of Commercial Note Taking Services***: In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.
- ***Religious Accommodations for Students:*** If you are a student who needs to be absent from class due to the observance of a religious holiday or participate in required religious functions, please notify me in writing as far in advance of the holiday/obligation as possible. Please specify the holiday or obligatory function in your communication with me. You will not be penalized for missing class due to religious obligations/holiday observance. Please confer with me about planning for making up exams and/or assignments prior to the absence. See ACD 304-02 for ASU policy.
- ***Accommodation for University-Sanctions activities:*** If you are a student who participates in university-sanctioned activities that require classes to be missed, please notify me in writing as far in advance of the activity as possible. You will be given opportunities to make up examinations and other 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 coursework required during the period of the absence. See ACD 304-02 *for ASU policy.*
- ***Military Personnel Statement:*** If you are a student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and are unable to complete classes because of military activation, you may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usi/usi201-18.html.
- ***Harassment Prohibited:*** ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.
- ***Title IX:*** 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 it 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 someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

- ***Grade Appeals:*** The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog.
- An excellent site for students at the university is http://students.asu.edu/. Please visit this site to resolve issues related to student accounts and resources. For face-to-face assistance with university technology, please visit the Information Commons on the lower level of University Center.

COURSE SCHEDULE

Subject to change; stay abreast of schedule via Blackboard.

	Date	Day	Reading/Topic	Lab Preps	Lab Due Dates
1	1/13	T	Introduction to Course		
	1/15	TH	***BB***, Martinez Handout #1: Semiotics	Lab 1 prep	
2	1/20	T	**Cobley**, pp. 3-17 "Pre-History," "Ferdinand de Saussure" ***BB***, Martinez Handout #2: Alexander		
	1/22	TH	**Carter**, Chapter 1, "Social Systems Theory," pp. 1-12		Lab 1 due
3	1/27	T	**Carter**, Chapter 1, "Social Systems Theory," pp. 12-23	Lab 2 prep	
	1/29	TH	**Cobley**, pp. 38-60, "Saussure & Semiology"		
4	2/3	T	**Carter**, Chapter 2, "Aspects Of Social Systems," pp. 23-42	Lab 3 prep	Lab 2 due
	2/5	TH	**Carter**, Chapter 2, "Aspects Of Social Systems," pp. 42-54		
5	2/10	T	**Cobley**, "Social Semiotics," pp. 169-172		
	2/12	TH	Catch-up Day	Lab 4 prep	Lab 3 due
6	2/17	T	Review for Exam 1		
	2/19	TH	EXAM 1		
7	2/24	T	***BB***, Martinez Handout #3 Ruesch & Bateson ***BB*** Martinez, "Phenomenology in Communicology"		
	2/26	TH	**Cobley**, pp. 18-37 "Charles Sanders Peirce" **Carter**, Chapter 3, "Culture and Society," pp. 57-70	Lab 5 prep	Lab 4 due
8	3/3	T	**Cobley**, Myth-Structuralism, pp. 61-67 **Carter**, Chapter 3, "Culture and Society," pp. 70-86		
	3/5	TH	**Cobley**, pp. 101-128 "American Semiotics" **Carter**, Chapter 4, "Communities," pp. 87-97	Lab 6 prep	Lab 5 due

C2

COURSE SCHEDULE Subject to change; stay abreast of schedule via Blackboard.					
	Date	Day	Reading/Topic	Lab Preps	Lab Due Dates
9	3/10	T	SPRING BREAK		
	3/12	TH	SPRING BREAK		
10	3/17	T	**Cobley**, "Post Structuralism," pp. 67-78 **Carter**, Chapter 4, "Communities," pp. 98-112		
	3/19	TH	**Carter**, Chapter 5, "Organizations," pp. 115-123	Lab 7 prep	Lab 6 due
11	3/24	T	**Cobley**, "Post Structuralism," pp. 79-89 **Carter**, Chapter 5, "Organizations," pp. 124-135		
	3/26	TH	**Carter**, Chapter 5, "Organizations," pp. 135-147	Lab 8 prep	Lab 7 due
12	3/31	T	**Cobley**, "Post Structuralism," pp. 90-100 **Carter**, Chapter 6, "Groups," pp. 149-157		
	4/2	TH	**Carter**, Chapter 6, "Groups," pp. 157-171	Lab 9 prep	Lab 8 due
13	4/7	T	Review for Exam 2		
	4/9	TH	EXAM 2		
14	4/14	T	**Carter**, Chapter 7, "Families" pp. 173-185		
	4/16	TH	**Carter**, Chapter 7, "Families," pp. 186-202	Lab 10 prep	Lab 9 due
15	4/21	T	Carter, Chapter 8, "The Person"		
	4/23	TH	**Carter**, Chapter 8, "The Person"		Lab 10 due
16	4/28	T	Catch-up Day		
	4/30	TH	Review for Final Exam		
Final Exam TH 5/7, 7:30am-9:20am					

COM 364: Cultural Communicology
Semiotic Lab Report #2

INSTRUCTIONS

Over the next several days make a record of all the food you eat, the circumstances in which you eat it, and the people with whom you eat.

For the assignment select at least one meal from **three days of eating** that vary the greatest—if you eat basically the same thing in the same kind of setting with the same people, then only record one of those days. You must have at least 5 total entries.

Make a chart and fill it in similarly to the way I have here:

Instructor provided examples

DAY/DATE	DESCRIPTION OF CIRCUMSTANCES	DESCRIPTION OF PEOPLE	DESCRIPTION OF FOOD	THE FEELING, EXPERIENCE, OR MEANING THIS "FOOD EVENT" HAS FOR YOU
W 1/21	Morning, just before leaving for work	Just me	Oatmeal, banana, coffee	Must have coffee; try to make sure I eat even though I'm rushing
W 1/21	Afternoon in my office in front of my computer	Just me	Sliced turkey, cheese, crackers, apple, coffee	This is purely functional; it's important that I pack my lunch because if I don't I'll spend way too much money on food.
W 1/21	Stopped at Chipotle after training	Me and my spouse	Burrito bowl	Easy, convenient, no mess or clean up
TH 1/22	Early evening, at home cooking, watching tv, playing with pets, "home time"	Me and spouse	Savory chicken with garlic and rosemary, sweet potatoes and broccoli	Thursday evenings we have more time than other days of the week, so we like to cook together; feels good, relaxing
F 1/23	After Friday evening training we always go out to dinner with the group	Usually 10-15 of us go out together; this night it's a pub	Cheese burger, fries, ice tea	This is like a ritual; we do it just about every Friday night. We

C1

Perform an analysis by identifying the key patters among the circumstances, people and meals as they are reflected in your record above. What does this tell you about your own patters of life, work, and relationships? Conclude with a general statement about what doing this lab assignment revealed to you about the way food and eating is structured into your life.

C3

SUBMISSION DETAILS

The lab is due is due at the beginning of class on **xxxxxx**. Submit a hard copy. 15 points possible.

COM 364: Cultural Communicology Semiotic
Lab Report #3

INSTRUCTIONS

Identify the major systems of which you are an integral part. Most of us are integral parts of family systems, work systems, systems associated to specific hobbies or commitments (e.g. religion, sports, music), etc.

Select three systems of which you are an integral part to analyze. Use the terms from Carter's discussion of "Structural Characteristics" of systems in Chapter 2.

Make a chart and fill it in similarly to the way I have here:

Instructor provided examples

Name of System	Key Parts (include people, attitudes, and aspects of physical location)	Relationships Among Parts	Boundaries Establishing System	Identify Differentiation and Specializations Within the System
1. Arizona Karate Association	Sensei and Students; dojo or training hall	Students related to sensei in effort to learn; Sensei as source of knowledge and authority; primarily a one-way flow of information	Interest in karate; consumption of training; acknowledgment of authority of sensei	Sensei with superior knowledge; senior students, intermediate students, beginning students.
2. ASU Professors	ASU administration, staff, students, faculty; campus with offices and classrooms	Administration sets policies, establishes work requirements, teaching schedule; autonomy in research; feedback essential for	Levels of the University: President, Deans of Colleges, Faculty, Students	Making policy (ABOR, President, Provost), enacting policy (staff), creating and imparting knowledge (faculty)
3. Family				

C4

Write a narrative (500-750 words) in which you explain each of the elements identified in the chart. Be as explicit and detailed as possible using the concepts discussed by Carter in Chapter 2.

C3

SUBMISSION DETAILS

The lab is due is due at the beginning of class on **xxxxxxxx**. Submit a hard copy. **Include a word count at the end of the paper**. 15 points possible.

COM 364: Cultural Communicology
Semiotic Lab Report #5

INSTRUCTIONS

Over the next several days apply Reusch and Bateson's theory of human communication to your own interactions with others. Select three of these for analysis.

Make a chart and fill it in similarly to the way I have here:

Instructor provided examples

DAY/ DATE	SETTING OR CONTEXT	PEOPLE WITH WHOM YOU INTERACTED	HOW ARE THE INTRAPERSONAL & CULTURAL NETWORKS PRESENT FOR YOU?	HOW ARE THE INTERPERSONAL & GROUP NETWORKS PRESENT FOR YOU?	IDENTIFY KEY FLOWS OF MESSAGES	YOUR PERCEPTION OF OTHERS' PERCPETION OF YOU
Friday 2/27	Drive to Las Vegas	Lisa	Mostly in the background; idea of celebrating birthdays a cultural norm	interpersonal most present; group not so much	Lots of back and forth; discussions of travel plans, work plans, etc.	As loving and committed partner just going about our life together
Sun 3/1	Work dinner for prospective grad students	Lisa's colleagues, grad students & prospective grad students	Mostly in the background; since I'm the only faculty spouse I'm worried about "fitting in"	Interpersonal is most present and one I seek out to avoid group interaction with prospective grad students	Trying to avoid conversations with prospective grad students	A friend to many of Lisa's colleagues; as "Dr. Martinez" to grad students; mystery to prospective grad students
Tues 3/3	COM 394	394 students	Mostly in the background; cultural value of education as profession and teaching as vocation; important to self-concept	Group level of one to many is most predominant; effort to see each student's behavior and expression;	Mostly me to the class; some students regularly comment increasing the messages I receive	The professor doing the work of teaching the class

C4

Write a narrative (500-800 words) in which you explain each of the elements identified in the chart. Be as explicit and detailed as possible about the source and flow of energy. C3

SUBMISSION DETAILS

The lab is due is due at the beginning of class on **Thursday 3/19**. No electronic copies accepted. **Include a word count at the end of the paper**. 15 points possible.

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

A SOCIAL SYSTEMS APPROACH

(Sixth Edition)

Irl Carter

ALDINE TRANSACTION
A Division of Transaction Publishers
New Brunswick (U.S.A.) and London (U.K.)

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COM 394: Cultural Communicology

College of Integrative Sciences and Arts
Documentation from Unit Head – Intent to Request a Permanent Number

From: Jacqueline Martinez
Sent: Tuesday, September 19, 2017 12:43 PM
To: Kelli Haren <Kelli.Haren@asu.edu>
Subject: Request for permanent courses

Kelli,

I am currently working with the CISA Curriculum Committee and requesting permanent number for COM 394: Cultural Communicology and SPA 494: Latino/Latin American Film. We are working to get these in the books as soon as possible.

Thanks,
Jackie

Jacqueline M Martinez, Ph.D.
Faculty Head, Languages and Cultures
Associate Professor of Communication
College of Integrative Sciences and Arts
Arizona State University
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